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ABSTRACT

The report documents activities concerned with the planning and design of a National Information Center on Deafness at Gallaudet College. Development activities included: (1) establishment of an Information Center Advisory Committee; (2) a survey of agencies, institutions, organizations, and programs serving deaf people to assess their information needs; (3) visits to 15 operational information centers to document their information handling systems and organizational structure; (4) systems design for the quick exchange of information so that agencies and organizations can quickly respond to requests; (5) the beginning of acquisition and organization of information on frequently requested topics; and (6) preparation of a brochure announcing the establishment of the National Information Center on Deafness. Most of the document consists of appendixes in the form of documents pertaining to each of the project activities. (DB)

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Final Report

Project No. 475AH-90037
Grant No. OEG007900565

Barbara P. Harslem, Project Director
Charlotte Hawkins-Shepard, Project Coordinator
Gallaudet College
7th & Florida Avenue, N.E.
Washington, D. C. 20002

DEVELOPMENT OF A NATIONAL INFORMATION CENTER ON DEAFNESS

January 1981

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Office of Libraries and Learning Resources

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Barbara P. Harslem, Project Director
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Gallaudet College

Washington, D. C. 20002

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
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DEVELOPMENT OF A NATIONAL INFORMATION CENTER ON DEAFNESS

INTRODUCTION

At the close of the project year, the National Information Center on Deafness is well prepared to begin formal operation. The goal of the Project has been the planning and design of a center which can access vast amounts of information on deafness and programs serving deaf people. The project was launched to plan various aspects of the Center. In order to attain its goal, the project staff addressed the following six objectives: (a) to establish an Information Center Advisory Committee made up of representatives from campus outreach units, organizations serving deaf people, schools for deaf students, and prominent centers/ clearinghouses/organizations that provide information, referrals, and selected special services in special education and related areas; (b) to survey agencies, institutions, organizations and programs serving deaf people to assess their information dissemination needs; (c) to survey, in person, 15 operational, reputable information centers to document their information handling systems and organizational structure; (d) to design a system for the exchange of information so that other agencies, institutions and organizations can quickly respond to information requests; (e) to begin to accumulate, prepare, compile, etc. information in terms of identified frequently asked for kinds of information; and (f) to prepare a brochure announcing the establishment of a National Information Center on Deafness, and specifying the Center's goals and services. We are able to report success in meeting each of these objectives.

ADVISORY COMMITTEE

The Advisory Committee was set up to help determine the scope and range of the Information Center's operation. Nineteen individuals with relevant professional experience and expertise were identified and

invited to serve on a one year committee. A roster of these members is found in Appendix A.

The first Advisory Committee meeting was held on November 5, 1979 on the Gallaudet campus. Attending were 18 committee members, five ex-officio members, the Project Director, Project Coordinator, the Office of Education Project Officer, and the Division of Library Programs Staff Assistant. Dr. Mervin Garretson served as Chairperson. Committee members were briefed on the Project, and asked to complete a pilot version of the national survey. By use of the nominal group technique process, a group consensus was reached on the most important kinds of services for the planned Center to provide. A separate summary report of this meeting was distributed.

The second meeting was held on June 6, 1980 in the new Kendall Demonstration School Building at Gallaudet. Dr. Doin Hicks, Vice President for the Division of Research, chaired the meeting. Thirteen members attended along with ex-officio members, the Project Director, Project Coordinator, and the Office of Education Project Officer. Using a matrix approach (with axes labeled "ease" and "importance") as a consensus method, the committee made recommendations on implementing the ten kinds of services identified in the first meeting. Agendas for the two meetings are found in Appendix A.

Recommendations from the Advisory Committee were carefully collected, compiled, analyzed, and evaluated, and their feasibility explored for immediate and long-range implementation.

NATIONAL SURVEY

This descriptive study was undertaken in order to gain information that will allow Gallaudet to organize its center around the areas of greatest information need, to avoid duplicating services already available, and to begin establishing liaisons and exchanges with other organizations in the process of developing and disseminating informational materials.

Method

National patterns of information seeking and providing in the area of hearing impairment were studied through the use of a specially designed mail survey (See Appendix B) sent to a stratified random sample of 1,425 organizations. Responding organizations totalled 1,099 (77%) from which the usable returns were 1,057 (74%). A comprehensive report--separate from this document--provides detailed information on the survey. Highlights only are presented here, along with selected tables (See Appendix B).

Summary of Results

Of the 1,057 organizations, 921 receive information inquiries. Within each organizational category, 70% or more of the respondents receive inquiries. The mean number of inquiries per week is 13. However, as shown by Table 3 (Appendix B), a wide amount of variance exists among organizations, and within organizational categories in the number of information inquiries received.

The greatest percentage (85% or more) of organizations receive requests for information on: deafness in general, manual communication/sign language, lipreading/speechreading/speech, interpreter services, hearing aids, and telecommunication devices. At least three-fourths of the organizations receive information inquiries on: mainstreaming, multiply handicapped deaf people, philosophy/methods of teaching deaf children, parent education, diagnostic instruments, and medical/diagnostic subjects. More than half the organizations receive requests about: legislation, mental health information and services, teacher training programs, hearing loss in the elderly, teacher certification requirements, and religious services/ education.

For all 19 selected topics, some organizations have information available to provide to persons making inquiries; however, not all organizations are able to provide information on all topics about which they receive inquiries. For 18 of the 19 topics, a z test for significance of difference between two proportions (Bruning & Kintz, 1977) yielded statistically significant differences between the proportion of

organizations receiving inquiries and the proportion able to provide information on those topics. As shown in Table 24 (Appendix B), the greatest difference found was between inquiries on and information available about the topic--multiply handicapped deaf people.

Many requests to organizations are strictly local in nature. However, very few organizations receive local inquiries only. As seen in Table 45, (Appendix B) many different kinds of people make information inquiries to a variety of organizations. Of the various categories of inquirers, parents make requests most frequently, and to the most organizations. Over 80% of the organizations receive inquiries also from educators, university students, deaf adults, and the general public.

As an index of sensitivity to the communication needs of deaf persons, ownership of telecommunication devices was surveyed. Telecommunication devices are owned by all but one of the responding postsecondary programs. About three-fourths of the rehabilitation agencies/centers, community service centers, senior citizen centers, mental health facilities and social/ recreational organizations have such a device. However, slightly less than one-fourth of the responding speech and hearing centers have a telecommunication device.

Over two-thirds of the organizations use individualized letters, form letters, telephone/TTY calls, meetings/personal consultation, and referral as a means of responding to information inquiries. Over one-half of the responding organizations prepare fact sheets, brochures, packets, publications, or bibliographies related to hearing impairment. About 90% of the organizations prepare materials for laypersons; 70% prepare materials for professionals. Many organizations specified that they prepare materials for parents, writing in "parents" under the category "other."

In order to prepare responses, over 70% of the organizations have their staff search for available information; 70% ask other agencies to provide them with information to forward to inquirers. Few organizations contract with consultants to prepare materials.

Only 13% of the organizations indicated they usually are able to answer all inquiries. Community service centers and senior citizens organizations most often indicated that they could answer all inquiries received, but even here only 17% made this claim. When unable to answer inquiries, nearly all organizations make referrals.

Over three-fourths of the organizations, including all the mental health facilities, use lecture and speaker services as part of their outreach activities. Somewhat fewer use displays/demonstrations and workshops. Less than one-fourth use unsolicited mailings.

Obtaining assistance from Gallaudet when the information center is operating was anticipated by most organizations, with only 6% reporting that they would not seek assistance (See Table 82, Appendix B). High interest was expressed, particularly by postsecondary, community service, and mental health organizations, in collaborating with Gallaudet. Only 4% of the organizations indicated they were not willing to collaborate. These results confirm the need for a focal point through which inquiries can be channeled so that requests are handled by those information providers best prepared to respond appropriately.

INFORMATION CENTER VISITS

Sixteen information centers were visited by the Project Coordinator and members of the Advisory Committee (See Appendix C). Eleven centers were within an hour's driving time of Gallaudet. Three were covered in a California trip, and two required travel to Pennsylvania.

Discussions were held with key personnel at each center regarding possible collaboration with Gallaudet. Center staff members were interviewed about organizational structure, data bases used, and their handling of information requests. Basic interview questions were taken from an adapted version of a site visit form developed by Havelock et. al (1974). Considerable interest was shown in this form as a method of recording information about various centers; several administrators requested copies. A separate report of the information center visits was distributed. Features of the 16 Centers are summarized in Table 1 (Appendix C).

SYSTEMS DESIGN

Mr. Adam Woyna of Arlington, Virginia, a consultant with specific expertise in systems design, was hired for the purpose of helping to design a system responsive to the needs of consumers requesting information. He performed the following tasks:

TASK I

Review of current system and general background on Gallaudet College and deafness; review of current resources and facilities and those projected for availability in the future; review of the following materials:

- A. National Survey results
- B. Campus Survey results
- C. General package of information on Gallaudet College and general information on deafness
- D. Review of files currently available to the Information Center, both computerized and manual

As part of Task I the following people were interviewed:

- A. Kevin Casey, Director, Computer Center
- B. Jack Gannon, Director, Alumni and Public Relations
- C. Fern Edwards, Head Librarian, Edward Miner Gallaudet Memorial Library
- D. Jane Mortenson, Director, National Information Center on Deafness
- E. Barbara Harslem, Executive Assistant to the President, Office of the President
- F. Elaine Costello, Director, Gallaudet Press
- G. Jim Bourg, Office of Demographic Studies (formerly with Library)

TASK II

Acquisitioning Information

Development of a systematic plan which encompasses the following elements:

- A. Description of how new materials will be acquisitioned and from what potential sources;
- B. Description of how information will be catalogued for easy access and updating including a plan for initial manual cataloguing with an anticipated change to a computerized base;
- C. Description of how information could be accessed from other sources on campus.

Responses

Development of a systematic plan which encompasses the following elements:

- A. Review of listing of potential categories of standard responses to information requests;
- B. Description of how responses will be delivered (i.e., telephone, TTY written, standard letter, custom response, enclosures);
- C. Description of how responses will be prepared/handled including
 - o who should prepare them
 - o who will approve them
 - o how often will they be updated
 - o priorities/special circumstances
- D. An overall descriptive plan for implementation including patterns, suggested timetable and substantiating narrative.

TASK III

Development of descriptive narrative outlining the following elements:

- A. How are requests most likely to be received?
- B. What format are they most likely to take?
- C. From what type of audiences are requests most likely to come?

TASK IV

Development of suggested criteria for recordkeeping including the following:

- A. Type of information to be kept
- B. Suggested form for recording/reporting data

TASK V

Development of a suggested promotion plan to include:

- A. Timetable
- B. Target Audiences

Mr. Woyna's full report—Report on the Design of an Effective Consumer Information Response System for Gallaudet College is found in Appendix D of this document.

ACCUMULATION OF INFORMATION

A major objective of the Information Center Project was to determine the nature and extent of information services currently provided by the various offices on campus, and to collect and supplement materials currently distributed. To accomplish this objective, project staff engaged in two activities (a) a survey of campus units, and (b) development of information products.

Campus Survey

Project staff conducted an extensive survey of campus units. From this survey, information has been obtained which will enable the Information Center to identify liaison persons from the various campus units now handling information requests, and to provide information services in a manner and system that will complement rather than compete with the various campus unit services.

Procedure. The Campus Inventory of Information Requests, along with a cover memorandum (See Appendix C), was sent to 137 Gallaudet offices

and yielded an 85% response rate. Of the 116 responses, one office was reported not yet operational, another was no longer operational, and one office related that another campus unit responded in total to that office's information inquiries. This left 113 questionnaires providing data on information inquiries and services at Gallaudet.

Survey instrument. The survey instrument was a specially developed two-page questionnaire (See Appendix C) containing 12 questions. Only those units indicating that they did receive information requests from outside the Gallaudet community were asked to complete all items.

Offices were queried about information requests received (amount, frequency, topics, types of inquirers, etc.), and about the handling of the requests. In addition, the various campus units were asked to indicate how they perceived the role of the Information Center with relation to their own information dissemination needs.

Summary of Results. The Campus Inventory of Information Requests confirmed that Gallaudet College receives a large number (121,737 annual) of inquiries regarding deafness and related subjects. Twenty-five offices receive over 500 inquiries per year. The survey identified 26 sources for these queries, the primary ones being professionals and parents. Most requests to Gallaudet come by letter and phone/TTY, or personal contact.

Those responsible for responding to the inquiries range from clerical personnel to College Vice Presidents. Individual letters are the most common method with form letters being used to some extent. More than half the offices respond via telephone/TTY and pre-printed materials.

The survey responses identified a contact person for each office/unit. While offices indicated their desire to continue to reserve a role for themselves in information dissemination, they appear willing to have the Information Center answer requests some of the time with their materials, develop materials jointly some of the time, and develop its own materials some of the time.

Development of Information Products

Products developed as a part of the project include: two fact sheets, two book lists, two bibliographies, and five form letters. Project staff worked in cooperation with various campus departments in developing these materials. Appendix C contains a sample of each product developed. A substantial number have been distributed to date and the Center anticipates considerable use of each product in the future.

BROCHURE

With the assistance of the Gallaudet Publications Office, a brochure (See Appendix F) was planned and designed to announce the establishment of the Center, and to specify its goals and services. The brochure was printed off campus by Todd/Allan Printing Company, Inc., in Washington, D.C. Of the 20,000 copies printed, 1057 will be sent to those organizations that responded to the national survey. The remainder will be held in reserve to use as the need arises, and to have on hand for those requesting a copy.

ADDITIONAL ACTIVITIES

At the suggestion of the Project Officer, a concerted effort was made to publicize the project's planning activities. The Project Coordinator participated in an Information Clinic, sponsored by the National Rehabilitation Information Center (NARIC) at the September 1979 Conference of the National Rehabilitation Association (NRA), held in Chicago.

Articles were prepared for (a) the 1980 winter issue of the magazine Gallaudet Today, and (b) the January 7, 1980 issue of the newspaper On The Green. An item appeared in CEC/ERIC's NEWSFRONT of the May 1980 issue of the journal, Exceptional Children.

REFERENCE

Havelock, R., Glaser, E.M., Lippitt, R.O., Markowitz, E.A., Ramirez, B.,
& Rogers, E.M. Ideal systems for research utilization: Four
alternatives. Washington, D.C.: DHEW, March 1974.

APPENDICES

APPENDIX A

Advisory Committee: Relevant Documents

ADVISORY COMMITTEE ROSTER

Ms. Joyce Aegerter
Assistant Director
CEC Information Center
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Reston, VA 22091

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Public Information Director
National Association of the Deaf
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Silver Spring, MD 20910

Mr. Robert Chesley
ERIC Director
Program on Dissemination & Implementation
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Washington, D.C. 20208

Dr. Norma K. Clark
Vice President
Thomas Buffington & Associates
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Washington, D.C. 20009

Dr. Raymond Cottrell
Director
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1901 Pennsylvania Avenue, N.W.
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Ms. Fern Edwards
Head Librarian
Edward Miner Gallaudet Library
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Mr. Jack Gannon, Director
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Gallaudet College
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Dr. Mervin Garretson
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5034 Wisconsin Avenue, N.W.
Washington, D.C. 20016

INFORMATION CENTER ADVISORY COMMITTEE

FALL MEETING AGENDA

NOVEMBER 5, 1979

8:30 a.m.	Welcome - President Merrill
	Gallaudet Mission - Barbara Harslem Project Director
	Introduction of Committee Members and Guests
	Update on Project Activities
	Pilot of National Survey
10:00 a.m.	Coffee Break
	Identification, Consideration, and Consensus on Major Issues
12:30 p.m.	Luncheon
	Report on Campus Survey
	Information Center Visits Summary
	Open Discussion on Trends and Recent Developments in Similar Organizations
	Consensus Results
3:15 p.m.	Wrap Up

INFORMATION CENTER ADVISORY COMMITTEE
Friday, June 6, 1980
Kendall Demonstration Elementary School
Agenda

- 8:15 a.m. Coffee
- 8:30 a.m. Welcome - Introduction "How to implement the Advisory Committee Recommendations" Ms. Barbara Harslem
- 8:45 a.m. Update on Project Activities - Ms. Charlotte Hawkins-Shepard and Ms. Harslem
Summary Report on the National Survey - Dr. Michael Karchmer and Ms. Brenda Rawlings
- 9:30 a.m. Review of Advisory Committee Recommendations - Mr. Jack Gannon
- 9:50 a.m. Coffee
- 10:00 a.m. Discussions Groups:
- A. Networking (Recommendations 5, 6, 7, 8)
Group Leader Ms. Rachael Miller
 - B. Deafness Related Topics (Recommendations 3, 4, 8)
Group Leader Mr. Hubert Summers
 - C. Coordination of Gallaudet's Existing Services
(Recommendations 1, 2, 4, 5, 7, 9, 10)
Group Leader Ms. Fern Edwards
- 11:45 a.m. Luncheon - Red Room - Gallaudet College Dining Hall
- 1:30 p.m. Report and Discussion Group A
- 2:15 p.m. Report and Discussion Group B
- 3:00 p.m. Report and Discussion Group C
- 3:45 p.m. Break
- 4:00 p.m. Discussion of Phasing-in of Services and Timelines
- 4:45 p.m. Wrap-Up

APPENDIX B

National Survey: Relevant Documents

GALLAUDET COLLEGE

Washington, D.C. 20007

202/691-3005

Office of the
President

January 4, 1980

Dear Colleague:

Since its inception, Gallaudet College has served as a resource on deafness to parents, teachers, organizations, and the general public. Requests for information have traditionally gone to a variety of individuals and offices. The College is now in the process of planning a central office, an Information Center, to respond to these requests for information.

The center will receive information requests from organizations and individuals, from outside of Gallaudet as well as from campus units, and will respond to the extent possible with appropriate materials from the extensive special deafness collection of the Edward Miner Gallaudet Memorial Library, and from other sources.

We are asking for your help in identifying the kinds of information most frequently requested on deafness. This will enable us to organize the initial efforts of the new center around the greatest areas of information need. Further, we want to ensure that our center relates well to other organizations that provide information services and does not duplicate services already being provided.

Please ask the person in your organization who is usually responsible for responding to information requests to complete the attached questionnaire and return it, as soon as possible but not later than February 1, in the enclosed stamped envelope.

We appreciate your time and effort in responding to this survey, and for your information, have enclosed two samples of the kinds of informational materials the College is currently producing.

Thank you for your assistance.

Sincerely yours,

Barbara P. Harslem

Barbara P. Harslem
Project Director

Charlotte Hawkins-Shepard

Charlotte Hawkins-Shepard
Project Coordinator

GALLAUDET COLLEGE

Washington, D.C. 20007

202/651-5005

Office of the
President

February 11, 1980

Dear Colleague:

As a person who is involved with deaf individuals, you most likely share our interest in improving the communication and exchange of information about deafness. To that end, Gallaudet College is working to establish a national Information Center on Deafness. The Information Center will begin operating in the fall of 1980, and will serve as a central office to handle many of the information requests Gallaudet offices receive daily from organizations and individuals.

We are asking for your help. Recently, we sent you a questionnaire concerning information needs and services related to deafness. Unfortunately, we have not yet received your response. Perhaps the materials have gone astray. For your convenience, we are enclosing another complete set. Your response is of great importance to us. We need to rely on advice, information, and collaboration from colleagues in other organizations and programs to remove what leaders in the field have labeled the major obstacle facing deaf people -- "well-meaning but misinformed hearing individuals."

Won't you please take fifteen minutes now to complete the questionnaire and return the form today? Thank you for this very important contribution.

Sincerely yours,

Barbara P. Harslem

Barbara P. Harslem
Project Director

Charlotte Hawkins-Shepard

Charlotte Hawkins-Shepard
Project Coordinator



OFFICE OF THE PRESIDENT

GALLAUDET COLLEGE

KENDALL GREEN, WASHINGTON, D.C. 20002

NATIONAL SURVEY ON INFORMATION NEEDS AND SERVICES RELATING TO HEARING IMPAIRMENT

In the fall of 1980, Gallaudet will begin operating an Information Center on Deafness. The center will respond, with appropriate materials from the extensive special deafness collection of the Edward Miner Gallaudet Memorial Library and from other sources, to information requests from organizations and individuals.

AGENCY/ORGANIZATION INFORMATION

1.

Address Label

For future correspondence and reference, please make any necessary corrections on the label by lightly lining through the incorrect information and printing in the correct information. Please do not remove label.

2. Please indicate which one of the following categories best describes your organization's primary role. CHECK ONE ONLY

- | | |
|---|---|
| ☐ preschool/elementary and/or secondary educational program | ☐ speech and hearing center |
| ☐ post-secondary educational program | ☐ social/recreational organization |
| ☐ professional organization for national information and service | ☐ university training program |
| ☐ rehabilitation agency/center | ☐ mental health facility |
| ☐ community service center | ☐ other (specify) _____ |
| ☐ senior citizen organization | _____ |

3. Does your organization receive information requests on hearing impairment, deaf people, or related topics (e.g., general inquiries on captioned films, hearing aids, sign language, special education services)? ☐ yes ☐ no

IF YOUR ANSWER IS "NO", PLEASE SKIP TO QUESTION # 14

INFORMATION INQUIRIES RELATING TO HEARING IMPAIRMENT

4. Please indicate the actual or estimated number of inquiries that your organization receives (including letters, telephone calls, office visitors) related to hearing impairment or deaf people. SPECIFY NUMBER.

_____ average per week.

This number is: ☐ an estimate ☐ an actual count

INFORMATION INQUIRIES RELATING TO HEARING IMPAIRMENT Continued

5. (A) For each topic below, please estimate the frequency with which you receive inquiries on these subjects, regardless of whether or not you are able to answer them. Please add any other related topics on which you receive occasional or frequent requests for information. CIRCLE THE APPLICABLE RESPONSES.

(B) Whether or not you receive requests on these topics, do you have information on the topic which you could supply to inquirers? (CHECK YES or NO for each topic.)

Topics	(A)					(B)	
	Never	Less than once a month	At least once a month, but not weekly	At least once a week, but not daily	Daily	Yes, information available	No, information not available
Deafness in general	1	2	3	4	5	☐	☐
Diagnostic instruments (Tests for use with deaf people)	1	2	3	4	5	☐	☐
Hearing aids/amplification devices	1	2	3	4	5	☐	☐
Hearing loss in the elderly	1	2	3	4	5	☐	☐
Housing for senior citizens	1	2	3	4	5	☐	☐
Interpreter services	1	2	3	4	5	☐	☐
Legislation having impact on deaf people	1	2	3	4	5	☐	☐
Lipreading/speechreading/speech	1	2	3	4	5	☐	☐
Mainstreaming/least restrictive environment	1	2	3	4	5	☐	☐
Manual communication systems/sign language	1	2	3	4	5	☐	☐
Medical/diagnostic	1	2	3	4	5	☐	☐
Mental health information services	1	2	3	4	5	☐	☐
Multiply handicapped deaf people	1	2	3	4	5	☐	☐
Parent education	1	2	3	4	5	☐	☐
Philosophy/methods of teaching deaf children	1	2	3	4	5	☐	☐
Religious services and religious education	1	2	3	4	5	☐	☐
Teacher certification requirements	1	2	3	4	5	☐	☐
Teacher training programs	1	2	3	4	5	☐	☐
Telecommunication and other devices to aid deaf (e.g., TTY, alarms)	1	2	3	4	5	☐	☐
Other (specify) _____		2	3	4	5	☐	☐
		2	3	4	5	☐	☐

6. What percentage of the requests is for information about local resources or those specific to your facility's function (e.g., where to obtain hearing aids or get educational services in a particular geographic area)?
_____ % specific/local questions

7. How frequently do you receive information requests from the following categories of individuals or organizations? CIRCLE THE APPLICABLE RESPONSES.

Individuals/Organizations	Never	Less than once a month	At least once a month, but not weekly	At least once a week, but not daily	Daily	Do not know
Audiology/speech pathology professionals	1	2	3	4	5	6
Deaf adults	1	2	3	4	5	6
Education agencies, state and local	1	2	3	4	5	6
Federal/State/Local government agencies (non-educational)	1	2	3	4	5	6
General public	1	2	3	4	5	6
Law enforcement agencies (police)	1	2	3	4	5	6
Legal professionals	1	2	3	4	5	6
Mental health professionals	1	2	3	4	5	6
News media representatives	1	2	3	4	5	6
Parents, relatives, and friends of deaf children	1	2	3	4	5	6
Religious groups	1	2	3	4	5	6
Researchers	1	2	3	4	5	6
Teachers	1	2	3	4	5	6
University students	1	2	3	4	5	6
Other (specify) _____		2	3	4	5	6
		2	3	4	5	6
		2	3	4	5	6

INFORMATION RESPONSES REGARDING INQUIRIES RELATED TO HEARING IMPAIRMENT

8. Does your organization have a telecommunication device (TTY, MCM, Porta-TEL) for use with deaf people?
☐ yes ☐ no ☐ do not know

9. What are the modes of response your organization uses to answer inquiries about hearing impairments? CIRCLE THE APPLICABLE RESPONSES.

Modes of Response	Never	Less than once a month	At least once a month, but not weekly	At least once a week, but not daily	Daily
Individualized reply by letter	1	2	3	4	5
Telephone/TTY calls	1	2	3	4	5
Meetings/personal consultation	1	2	3	4	5
General reply or form letter (possibly enclosing information packet or publications)	1	2	3	4	5
Workshops/brochures/presentations	1	2	3	4	5
Referral of inquirer to other information source	1	2	3	4	5
Other (specify) _____	1	2	3	4	5

10. Does your organization prepare information or fact sheets, brochures, packets, publications, bibliographies, etc., related to hearing impairment or deaf people?
☐ yes ☐ no

If your answer is "YES", does your organization prepare these materials for the following groups?

Group	Materials Prepared?
laypersons/general	☐ yes ☐ no
professional/technical	☐ yes ☐ no
other (specify) _____	

11. Does your organization use the following methods of preparing responses to inquiries about hearing impairment?

Method	Usage?
organization staff search for available information	☐ yes ☐ no
ask other agencies to provide you with information which you forward to the inquirer	☐ yes ☐ no
contract with consultants to prepare materials	☐ yes ☐ no
other (specify) _____	

12. How does your organization respond to inquiries about which you do not have information?

do not have this problem; usually able to answer all inquiries (Go to Item 13)	☐ no problem
Response	Usage?
respond to inquirer directly and refer him or her to other sources if possible	☐ yes ☐ no
send inquiry (letter, etc.) directly to an agency you believe can respond and ask that agency to answer	☐ yes ☐ no
other (specify) _____	

13. Do you use the following types of outreach activities to provide the public with information on hearing impairment and deafness?

Activity	Usage?
unsolicited mailings	☐ yes ☐ no
lecture/speaker services	☐ yes ☐ no
displays/demonstrations	☐ yes ☐ no
workshops	☐ yes ☐ no
other (specify) _____	

HOW YOUR ORGANIZATION COULD RELATE TO GALLAUDET'S INFORMATION CENTER ON DEAFNESS

14. Would you anticipate obtaining assistance from Gallaudet in handling information requests when the Information Center is established?

☐ definitely yes ☐ probably yes ☐ probably no ☐ definitely no ☐ do not know

15. Would your organization be willing to collaborate with Gallaudet's Information Center?

☐ definitely yes ☐ probably yes ☐ probably no ☐ definitely no ☐ do not know

If your answer is "YES", in which of the following ways would your organization be willing to collaborate?

Ways of Collaborating

Willingness?

serve as a referral source for inquiries which Gallaudet receives and to which Gallaudet cannot respond	☐ yes	☐ no
refer to Gallaudet's Information Center inquiries which your organization receives and to which your organization cannot respond	☐ yes	☐ no
exchange with Gallaudet's Information Center publications and brochures used for information responding	☐ yes	☐ no
utilize Gallaudet publications and brochures for responding to inquiries your organization receives	☐ yes	☐ no
provide Gallaudet with publications and brochures for use in responding to inquiries	☐ yes	☐ no
provide Gallaudet with access to your computerized data base	☐ yes	☐ no
borrow media materials from Gallaudet	☐ yes	☐ no
lend media materials to Gallaudet	☐ yes	☐ no
other (specify) _____	☐ yes	☐ no

16. For future reference, please indicate the appropriate person at your facility to contact regarding information needs.

Name _____

Title _____

Phone number (voice/TTY) _____
(Area code) (Number)

COMMENTS.

Please feel free to make any comments or suggestions regarding Gallaudet's planned Information Center.

Please return no later than February 1st. Thank you for your cooperation.

Table 3
 Number of Information Inquiries Received by Organizations
 Means and Standard Deviations
 (N = 874)

Category of organization	Inquiries per week	
	Mean	Standard deviation
Community service	87.6	222.0
Professional for national information and service	38.5	59.4
Postsecondary educational	23.3	66.6
Rehabilitation	15.2	30.1
University training	12.0	14.2
Speech and hearing	11.9	24.1
Religious	9.7	48.5
Mental health	8.6	9.1
Preschool/elementary and/or secondary educational	8.3	17.5
Social/recreational	6.2	7.8
Senior citizen	4.5	1.0

Table 24
Differences Between Topics of Inquiry and
Availability of Information

Percentages

Topics	Organizations receiving inquiries				
	Receipt of inquiries per topic		Availability of information		Differences between two proportions (z)
	N	% Yes	N	% Yes	
Multiply handicapped deaf	863	83	782	63	15.38*
Mental health information	861	73	778	56	13.07*
Hearing loss in the elderly	850	69	765	52	13.07*
Lipreading/speechreading/ speech	858	89	784	78	7.85*
Diagnostic instruments	855	82	777	71	7.85*
Medical/diagnostic	844	78	765	67	7.85*
Parent education	852	82	771	73	7.14*
Hearing aids/amplification devices	858	87	790	77	7.14*
Legislation having impact on deaf people	862	74	772	65	6.92*
Philosophy/methods of teaching deaf children	863	82	782	74	6.15*
Interpreter services	878	89	810	82	4.28*
Manual communication/sign language	880	97	808	91	4.00*

Table 24 - Continued

Topics	Organizations receiving inquiries				
	Receipt of inquiries per topic		Availability of information		Differences between two proportions (z)
	N	% Yes	N	% Yes	
Mainstreaming/least restrictive environment	869	84	777	78	4.28*
Deafness in general	883	97	824	92	3.57*
Religious services and education	869	59	770	54	4.16*
Telecommunication and other devices	866	85	783	82	2.14*
Teacher training programs	855	72	777	69	2.30*
Teacher certification requirements	862	64	775	62	1.53
Housing for senior citizens	846	30	749	28	2.22*

*p < .05

Table 45
Inquirer Categories
Number and Percentage

Category of inquirer	Organizations having these inquirers	
	N ^a	Percentage
Parents, relatives & friends		
of deaf children	832	96
General public	827	93
Teachers	754	86
Education agencies, state		
and local	748	86
University students	749	85
Deaf adults	736	84
Audiology/speech pathology		
professionals	683	79
Researchers	666	76
Federal/state/local government		
agencies (non-educational)	644	75
Mental health professionals	598	69
News media representatives	597	69
Religious groups	515	58
Legal professionals	487	55
Law enforcement agencies	464	53

^a Reflects only those respondents reporting they receive requests from these inquirers.

Table 82

Anticipation of Obtaining Assistance From Gallaudet

Percentages

(N = 1,045)

Category of organization	Percentage yes	Percentage no	Percentage do not know
Postsecondary educational	97	3	0
Mental health	93	0	7
Community service	92	4	4
University training	89	6	6
Rehabilitation	89	0	11
Preschool/elementary and/or secondary educational	86	6	8
Social/recreational	84	4	12
Speech and hearing	83	7	10
Religious	77	12	12
Professional for national information and service	72	20	8
Senior citizen	63	12	25

Table 83

Willingness to Collaborate With Gallaudet's Information Center

Percentages

(N = 938^a)

Category of organization	Percentage yes	Percentage no	Percentage do not know
Postsecondary educational	100	0	0
Community service	100	0	0
Mental health	100	0	0
Social/recreational	97	0	3
University training	94	3	3
Rehabilitation	93	0	7
Preschool/elementary and/or secondary educational	89	4	7
Speech and hearing	89	7	5
Senior citizen	88	12	0
Religious	81	8	11
Professional for national information and service	80	8	12

^aOut of 1,045 subjects responding to this item, 938 checked "yes."

APPENDIX C

Information Center Visits: Relevant Documents

INFORMATION CENTERS VISITED

AAHPER - Physical Education & Recreation for the
Handicapped: Information & Research Utilization
Center

1201 16th Street, N.W., Room 422
Washington, D.C. 20036

Clearinghouse on the Handicapped
Department of Health, Education, & Welfare
Humbert Humphrey Building, Room 339D
200 Independence Avenue, S.W.
Washington, D.C. 20201

CLOSER LOOK
1201 16th Street, Room 606E
Washington, D.C. 20036

Council for Exceptional Children (CEC)/ERIC Clearinghouse
on Handicapped & Gifted Children
1920 Association Drive
Reston, Virginia 22091

ERIC Clearinghouse on Higher Education
George Washington University
One Dupont Circle, Suite 630
Washington, D.C. 20036

National Education Association
1201 16th Street, N.W.
Washington, D.C. 20036

National Geographic Society
17th and M Streets, N.W.
Washington, D.C. 20036

National Information Center for Special Education
Materials (NICSEM)
Research Annex, 2nd Floor
3716 South Hope Street
Los Angeles, CA 90007

National Institute of Mental Health
National Clearinghouse for Mental Health Information
5600 Fishers Lane, Room 11/A33
Rockville, MD 20857

National Institute of Neurological & Communicative
Disorders & Stroke Information Center
Building 31, Wing A
9000 Rockville Pike
Bethesda, MD 20205

National Rehabilitation Information Center
The Catholic University of America
8th & Varnum Streets, N.E.
Washington, D.C. 20064

Pensylvania Resources & Information Center for
Special Education (PRISE)
1013 West 9th Avenue
King of Prussia, PA 19406

Research & Information Services for Education (RISE)
198 Allendale Road
King of Prussia, PA 19406

San Mateo Educational Resources Center (SMERC)
San Mateo County Office of Education
333 Main Street
Redwood City, CA 94063

Smithsonian Science Information Exchange (SSIE)
1730 M Street, N.W., Room 300
Washington, D.C. 20036

Women's Educational Equity Communications
Network (WEECN)
Far West Laboratory for Educational Research
& Development
1855 Folsom Street
San Francisco, CA 94103

TABLE 1

FEATURES OF INFORMATION CENTERS VISITED

ORGANIZATION	SOURCE OF FINANCIAL SUPPORT	MISSION AND OBJECTIVES	USER ACCOMMODATION
AAHPERD: Information & Research Utilization Center	1972-75: public, federal (BEH); 1976 to present: self-supporting	Operates a reprint service; photocopies of hard-to-find or out-of-print materials; produces several publications.	Phone, referral, walk in use, letter, reference,
CEC/ERIC Clearinghouse on Handicapped & Gifted Children	public, federal (under contract to NIE and private funds)	To promote the adequate education of exceptional children; to collect and disseminate printed English Language material on handicapped & gifted children	Phone, referral, walk in use, letter, reference, computer search
-36- Clearinghouse on the Handicapped	public, federal (OHI)	To be a focus for information about & for handicapped individuals & service personnel	Phone, referral, letter, reference
Closer Look	public, federal (under contract to BEH)	To serve as a national information center for parents of children with handicaps	Letter, referral, some phone
ERIC Clearinghouse on Higher Education	public, federal, (under contract to NIE)	To collect, disseminate & analyze information about higher education	Phone, letter, computer search, reference
National Geographic Society	private (membership, non-profit society)	To respond to requests for information, & public comments. Generally, Society is to increase & diffuse geographic knowledge	Some phone, walk in use, reference many letter

TABLE 1 (Continued)
FEATURES OF INFORMATION CENTERS VISITED

ORGANIZATION	SOURCE OF FINANCIAL SUPPORT	MISSION AND OBJECTIVES	USER ACCOMMODATION
NIMH Clearinghouse	public, federal (NIMH)	To provide by all appropriate means for rapid & effective dissemination of mental health information	Phone, letter, computer search
PRISE	public, federal (formula grants to states)	To serve as a statewide information dissemination program for special education	Information packets, computer search
RISE	public, federal and state resources	To provide information requested by educators across the state (PA)	Information packets, media presentations, references, walk in use, computer search
SMERC	public, local education agency funds	To provide rapid & effective information services to educators in San Mateo County (CA)	Information packets, computer searches
SSIE	private, non-profit corporation	To collect and disseminate ongoing research information, progress notes, etc.	Computer searches
WEECN	public, federal (under contract to the Far West)	To promote educational equity, for women. To serve as an information service & a communication system for persons, groups, & agencies.	Reference, phone, letter

TABLE 1 (Continued)
FEATURES OF INFORMATION CENTERS VISITED

ORGANIZATION	SOURCE OF FINANCIAL SUPPORT	MISSION AND OBJECTIVES	USER ACCOMMODATION
NINCD	public, federal (NIH)	To respond to public inquiries; interpret NIH research for laypersons (research on hearing, speech, & language.	Phone, letter
NARIC	public, federal (NIHR)	To make RSA material available to professionals & others involved in the rehabilitation of the physically and/or mentally disabled	Phone, walk in use, information packets, copies of materials, reference
NEA Communications Division	private (association dues, publication sales)	To make available to state & local leaders, one centralized resource for providing information on the association, educational issues & trends	Phone, library research, letter, walk in use, reference
NICSEM	public, federal (under contract to BEH)	To develop and maintain a national computer-based prescriptive information system for special education material (child use materials)	Computer search

APPENDIX D

Systems Design: Relevant Documents

REPORT ON THE DESIGN OF AN EFFECTIVE CONSUMER INFORMATION
RESPONSE SYSTEM FOR GALLAUDET COLLEGE

by

Adam G. Woyna

Washington, D.C.

November, 1980

SUMMARY

The purpose of this report is to recommend a general plan for the development of an inquiry-handling system by the National Information Center on Deafness. The ten days allotted for preparing this report included reading and analysis of background material and interviewing of key individuals involved. Because of the short time frame, the report does not address all of the functions and activities inherent to the operations of an information center within the traditional meaning of this term. Instead, it primarily responds to the five tasks listed in the work order.

The structuring of the report is based on the ordering of the work scope itself in that it follows the sequence of the five enumerated tasks. Instead of its own headings, the report uses the names of the tasks themselves taken verbatim from the scope with each task being followed by an analysis, discussion or specific recommendations.

The methodology used in determining a specific course of action with regard to each task was based on the availability of funding, existing information handling patterns on the campus, information collections currently being utilized, and common sense applied to these and all other less tangible factors.

The overall impression gained during the brief study and analysis of available data is that Gallaudet as well as the hearing impaired community do indeed need an information center to handle their needs for information. Because of the uniqueness of its subject matter and because of a lack of a similar institution anywhere in the world, the National Information Center on Deafness will join the ranks of and will become one of the important national information facilities.

The implementation of individual steps and procedures as outlined in the report should proceed slowly. During the absence of the Director within the next few months the currently available Center staff may, under her supervision over the telephone, engage in a

number of tasks which do not require the Director's presence on a day-to-day basis. They may assist the Library and the Alumni/Public Relations Office in responding to standard inquiries. They may also assist other departments and offices in their information handling tasks with the view of learning more about their collections and types of inquiries received.

Recommendations pertaining to the various objectives, functions, activities and procedures, as related to the five Report Tasks, are listed throughout the report. An overall summary of major recommendations is shown below.

- Develop the authority and capabilities of the Center in stages.
- Adopt short- and long-range plans for an orderly integration of the Center into Gallaudet's overall structure by the Spring of 1981. Short-range plans should cover a period of two years during which time the Center should be allowed to develop its own identity. Long-range plans should cover a period of ten years. Both plans should identify the Center as Gallaudet's primary information-handling facility and both should be distributed to all relevant offices and departments on the campus. A memo from the College's executive officer should request everyone's cooperation.
- Begin to build up the Center's staff in the Spring of 1981.
- Request that by Fall of 1981, all departments and offices forward standard information requests to the Center for answering.
- Request that by the Fall of 1981, all relevant offices and departments on the campus must submit to the Center a detailed inventory of information materials in their possession.
- Beginning in 1982, follow the suggestions contained in the body of the report.

TASK I

Task I calls for the review of certain relevant materials pertinent to the "design of an effective consumer information system." Task I also calls for interviewing eight Gallaudet College senior staff members who are either currently handling the bulk of incoming requests for information or who were instrumental in studying the College's information management needs and subsequent creation of the National Information Center on Deafness (the Center).

1.1 Review the Following Materials:

- National Survey Results
- Center Site Visit Report
- Campus Survey Results
- General package of information on Gallaudet College and general information on Deafness
- Files currently available to the Information Center, both computerized and manual

The review of the above materials provided valuable information concerning the on- and off-campus institutions which receive information requests, types of information requested and, to some extent, the contents of some of the collections currently available on the campus.

1.1.1

For the purposes of this report, the review of the National Survey Results, and the Center Site Visit Report compiled by Ms. Barbara Harslem and Ms. Charlotte Hawkins-Shepard, did not reveal any significant features or innovative practices at other centers which would lend themselves to immediate application by the Center. Well thought out and organized, the Center Site Visit Report lists basic features, objectives and some vital statistics of each of the

16 centers visited. Although relevant for long-range planning, the organization and procedures utilized by these centers, taken as a whole, should not be copied to help the Center "get off the ground" at this point in time. It should be remembered that most, if not all, of the centers visited were initially created almost overnight in response to a specific need spelled out by the funding agency. The creation of many of them was preceded by extensive user needs studies and comprehensive system design. Many of them opened their doors for business fully staffed and learned on the job. As spelled out in the recommendations, Gallaudet's own Center should also learn "on the job," but it should do so while developing in stages according to a pre-determined plan. The National Survey Results Report does provide important information on the types of inquiries received by a broad cross-section of organizations dealing with hearing impairment. This type of information will prove valuable for the Center in knowing potential major topic areas and target audiences, thereby facilitating planning.

1.1.2

The Campus Survey Report also constitutes an important planning document in that it reveals the complex pattern of information handling activities currently existing on the campus. Its contribution to the planning process consists of the various sets of statistics, identification of potential entities with which the Center will work in the future and many comments regarding their and the Center's role in handling the over 120,000 inquiries handled by Gallaudet each year. At the same time, the survey did not discuss or provide any insight into average time lag between the time a request is received and the response. An important additional conclusion to be drawn from the report is the very wide variety of topics covered by the requests and, hopefully, Gallaudet's capability to provide the answers. This last aspect should be studied further with the view of providing the Center with a complete knowledge of Gallaudet's information resources.

1.1.3

The general package of information materials on Gallaudet College and on deafness in general constitute an excellent source with which the Center staff can respond to the majority of general inquiries. Since the content and graphic quality of the material examined is high, the Center need not spend any of its resources on preparing general literature on this area of coverage. Instead, it may concentrate on generating literature of a more specific nature.

1.1.4

As it begins to operate, the Center is fortunate in having at its disposal sizeable information files, both computerized and manual. Gallaudet's own computerized data base of some 8,000, accessed by the SIRE software, will become an invaluable resource for the Center, particularly because the data base consists of a mixture of general and specific information items. A modest size data base on sign language research literature is also available. More importantly, the Center will have access to a large number of national data bases accessible through commercial sources.

With regard to manual files available to the Center, they may be conveniently divided into four (4) categories:

- a) Gallaudet's main library
- b) Gallaudet's Press Publications
- c) Public Relations Office materials
- d) Largely unclassified material in many offices throughout the campus

The availability of a large subject-oriented library to the Center is also of great importance. It will permit the Center staff to research some of the responses to specialized inquiries. In addition, the Library will be willing to train some of the Center staff in accessioning procedures, cataloging, use of OCLC, and in the proper framing of computerized searches.

Publications of the Gallaudet Press will only be used as sources of references and as recommended reading items, when relevant. The materials available through the Alumni/Public Relations Office are more than just traditional university literature; they contain a great deal of useful data for hearing-impaired audiences and others interested in the field rather than just the college population. Because of its general nature (in addition to addressing regular college topics of interest to past, present and future students), the literature published by the Alumni/Public Relations Office will be used frequently by the Center.

The material falling within the last category will be difficult to comment upon since it was not available for inspection and, at least to the knowledge of this writer, has never been inventoried. Nevertheless, as observed earlier, it will eventually become an important resource to the Center's reference staff. In the comments appended to the Campus Survey, the heads of some of the responding offices indicated that they would be happy to continue responding to inquiries in their areas of interest. Such offers are, of course, good news to the Center, providing it knows to whom a particular request should be forwarded.

1.2 Personal Interviews

Of the eight individuals named in Task I, seven were interviewed within time limits that ranged from 20 minutes to one hour's duration. One person was not available. Ms. J. Mortenson, the Director of the Center, made herself available on an as-needed basis. The names of the individuals who were interviewed were:

- Jim Bourg, Office of Demographic Studies
- Kevin Casey, Computer Center
- Elaine Costello, Gallaudet Press
- Fern Edwards, Library
- Jack Gannon, Alumni/Public Relations
- Barbara Harslem, Office of the President
- Jane Mortenson, National Information Center on Deafness

All persons agreed on the need for creating a centralized information handling facility, however all varied in their responses as to the Center's specific responsibilities and amount of authority. Although in a few instances certain amounts of vested interests were discernible, everyone expressed their interest in cooperating with the Center. The sentiment that the Center should play the role of a "helper" rather than an information center in its own right were also expressed by several individuals. Everyone agreed that the Center should not be fully staffed "overnight" but that it should be allowed to develop its capabilities in stages over a period of time. At the conclusion of the interviews it became clear that the agreement on and the implementation of the Center's specific responsibilities are still not fully resolved and will have to be more fully discussed among all concerned. At the same time, it should be stressed that all individuals were most cooperative and that their opinions and comments contributed significantly to the understanding of the information management problems being experienced by Gallaudet.

TASK II

Task II consists of two parts. Part one calls for the development of a plan for creating a separate data base by the Center's staff. Part two concerns the development of a plan for responding to requests for information.

2.1 Acquisitioning Information: Development of a Systematic Plan which Encompasses the Following Elements

2.2.1 Description of How New Materials Will be Acquisitioned and from What Potential Sources

Because of the many factors involved in the process of building up an information data base, this report will limit itself to only a broad outline of the document acquisition steps as practiced by traditional information centers.

Following the identification of target audiences and their specific information needs, an information center draws up a plan for acquiring the needed information material. Sources known for generating relevant information are identified and a center develops its acquisition net in a systematic fashion by establishing contacts and otherwise publicizing its existence. As a result, the acquired documents are either solicited or have arrived at the Center unrequested. Figure 1 shows the basic steps involved in the processing of incoming documents. The amount of material to be acquired for the data base depends on two factors:

- a) amount of data on deafness being generated
- b) The amount of effort the Center is willing to spend on monitoring the output of sources which generate or publish relevant information.

An aspect of the acquisition process not mentioned in the task description is the development of screening criteria which, when selective and fine-tunes to the actual needs of a user community, reduce the "breadth" of scope of relevant material and thus exclude large amounts of only marginally useful material. The tradeoff between input which is tightly controlled for relevance and quality and input without any restrictions constitutes an important consideration both in terms of cost and usefulness.

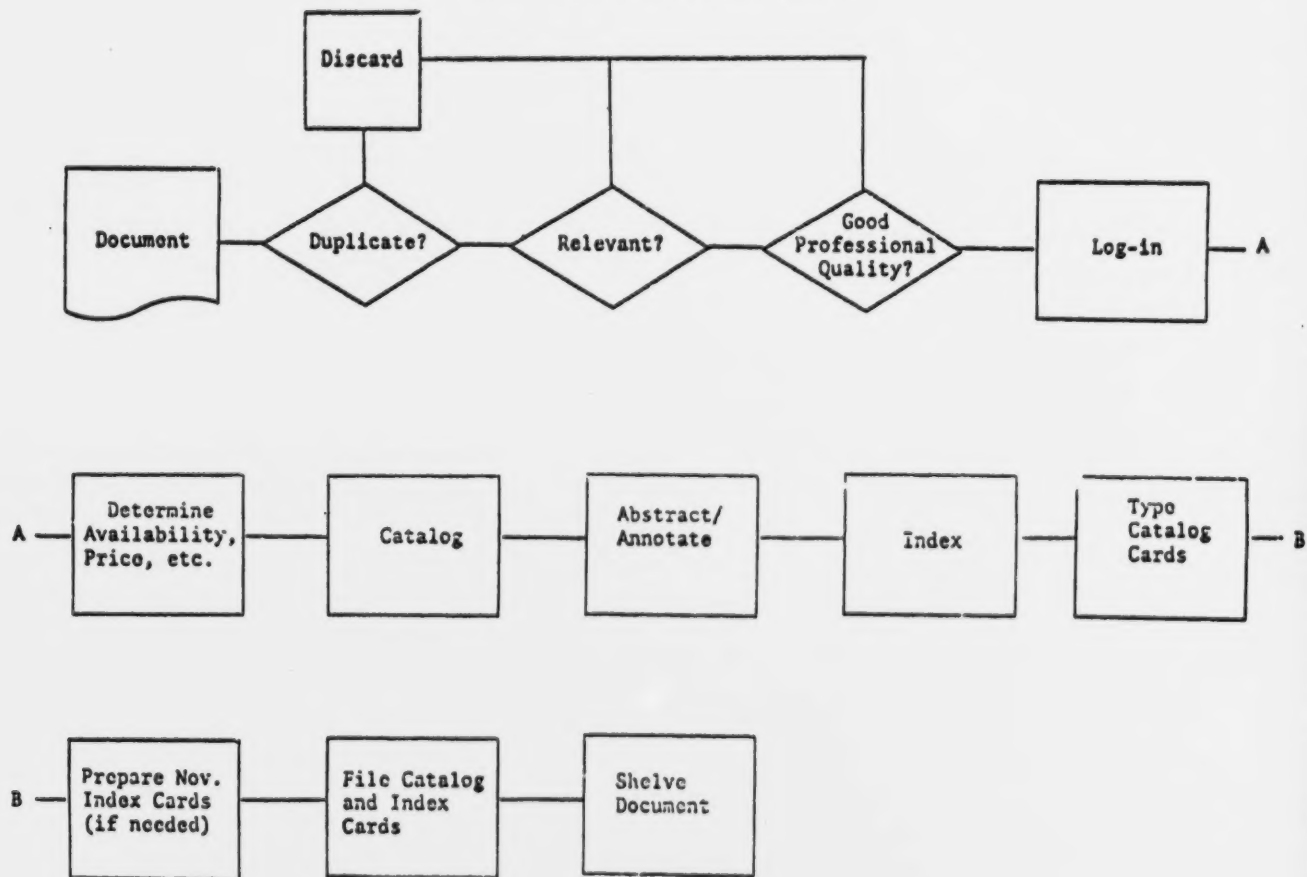
The new material for the Center's data base will come from a number of sources covered by traditional clearinghouse operations. At the same time, the Center should place special emphasis on developing an effective system for capturing "fugitive" material for its film. A fugitive material may be defined as one which, following its preparation, is not likely to be made available to most of the potential users of the information it contains. Conference papers presented at regional meetings or papers exchanged among members of "invisible colleges" are some of the examples.

The traditional sources likely to be covered by the Center are:

- serial literature
- publishers catalogs

FIGURE 1

BASIC DOCUMENT PROCESSING STEPS



- conference proceedings
- professional associations and organizations
- institutions of higher learning
- Federal and state agencies
- individual scholars

As for the types of materials to be acquired, they will most likely include the following categories:

- articles found in serial literature
- conference papers
- books
- special monographs and reports
- textbooks
- manuals
- bibliographies
- literature reviews
- pamphlets

Upon arrival at the Center, each document should be provided with a Document Processing Status Sheet (DPSS). The purpose of the processing sheet is to reflect a given item's processing status at a glance while it is in the processing pipeline. The status sheet should be attached in the Document Staging area of the Center where all documents should be sorted with reference to their individual processing status. The status sheet should contain the following information:

Date received

Accession number (to be filled in only after the document has been found to be relevant)

Relevance status Yes___ No___ Marginal___

Degree of processing Abstract___ Annotate___

Catalogue only___

Date of screening

Remarks of screening specialist

Major subject category

Intended audience

Date on which item was catalogued, plus initials of cataloguer

Date on which item was abstracted, annotated, and/or indexed,
plus initials

Copyright status

Date on which item was filed

After an item has been provided with a Document Processing Status Sheet, it should be forwarded for relevance screening. The screener should indicate whether the item should be included in the Center's data base and, if so, what should be the degree of its processing. The screener should also indicate the document's major subject and intended audience and may enter other remarks, e.g. its significance, professional quality, etc.

2.1.2 Description of How Information Will be Catalogued for
Easy Access and Updating, Including a Plan for Initial Manual
Cataloging with an Anticipated Change to a Computerized Base

In order to preserve the accessibility of the material already processed by the Library and entered in the existing data base, the Center's cataloging rules should be the same or should follow as closely as possible the current cataloging procedures utilized by the Library. The existing data base of some 8,000 items made accessible by the SIRE program should be considered a nucleus upon which the Center should continue to build its future information bank. Other software designed for storing and retrieving bibliographic information exists. However, if SIRE is found by its current users to be effective, the Center should consider adopting it for its own use. Otherwise, a separate study aimed at reviewing and testing other available software (e.g. Stairs, Orbit, Inquire, etc.) would have to be undertaken. If SIRE is considered sufficient for the Center's purposes, then the conversion from manual to computerized

system should not prove difficult. Working on the "inverted file" principle, SIRE scans all words contained in a given document's surrogate for a match with the word or phrase contained in the query. Therefore, the cataloging system to be employed may use more or fewer cataloging elements per document than the system used by the Library. Of course, the increase or decrease of cataloging elements should be compatible with SIRE's format and input requirements. The manual system should use at least the following elements:

- Author
- Title
- Publisher
- Date of Publication
- Journal Title (if applicable)
- Number of pages
- Cost
- Availability status
- Major subject areas
- Intended audience
- Abstract or annotation
- Descriptors

Although the abstracting and indexing functions do not traditionally belong in the field of cataloging, their inclusion is of no consequence because SIRE does not recognize "fixed fields." As far as the method of abstracting is concerned, "indicative" or "informative" approaches exist. A third type -- critical -- is seldom used in information center operations. The selection of one abstracting approach over another depends on the nature of the document and/or the abstract's intended use. Informative abstracts are succinct representations of the contents of the document; indicative abstracts describe the scope and nature of the document.

The manual system to be utilized initially by the Center should be organized in such a way as to facilitate effective storage and retrieval of information as well as easy conversion to an automated

system. Clearly, no manual approach can ever be as effective as an automated one when responding to queries containing multiple subjects and requiring rapid turnaround times. The manual system described below will be manageable providing the size of the file does not become too large. The system consists of preparing 5 x 8 cards in triplicate for each information item in the data base. The special stock cards, either with carbon paper between the individual cards or the cards themselves being capable of making an impression on the cards that follow may be ordered from printing shops or office supply stores. The face of each of the 5 x 8 cards contains identical cataloging information (with longer abstracts, if present, being written or typed on the reverse side). Three separate card files are established permitting retrieval by title, author, and accession number. In order to facilitate retrievability by subject, five separate index (or descriptor) cards will be allowed for each document with each index term having the same weight. While the indexing term will be written at the top of a card, the document numbers (accession numbers) of documents dealing with that particular subject matter will be listed below and, if more space is needed, on the other side. All index cards will be filed alphabetically. While indexing, the indexer will check the centrally located index file for the presence of terms he intends to use to describe the document he is processing. If the indexing term already exists, he will merely enter on that particular card in the file the document's accession number. If the term has not been used in the processing of documents so far he will prepare a new card and insert it in the file together with the accession number of the document being processed. Thus, as the size of the file grows larger, some of the cards will contain more than one number of relevant documents. The advantages of this approach are the ability to assign more than one indexing term to a document and the creation of only one index card for more than one document.

When performing a cross-reference search involving more than one indexing term, the searcher will first attempt to find the accession

number of a document dealing with that particular subject area and then scan the remaining terms' cards for the presence of that particular accession number. If all the index cards in question contain the accession number of the same document, then the searcher has succeeded in finding exactly what he was looking for.

One disadvantage of this approach is the existence of a large number of documents on a common topic, e.g. sign language, with one index card having hundreds of accession numbers written on its face. In those cases, separate files may be established with the topic being sorted into several subcomponents, thus permitting greater precision when retrieving information.

When a decision is made to computerize the manual file, the already existing cataloging cards for each document will be keyboarded and entered into the data base. With regard to the indexing terms residing in a separate file, a simple program would machine-sort the accession numbers and assign the indexes (from a look-up table) to appropriate documents.

2.1.3 Description of How Information Could be Accessed from Other Sources on Campus

Lack of coordination among the various offices on the campus with regard to information handling practices presents a problem when the Center, or anyone else for that matter, must locate specific information without delay. This particular shortcoming, however, is not peculiar to Gallaudet. It is a common phenomenon of most campuses and private or public institutions of widely diversified interests. As seen by this analyst, the information available on Gallaudet campus may be divided into four (4) categories:

- a) Information contained in computerized data base(s)
and accessible through SIRE
- b) Information contained in the Library and accessible
through the Library's catalog

- c) Printed material available from the Alumni/Public Relations Office or from Gallaudet Press
- d) Unclassified and unknown quantities of information items residing in various offices, departments, laboratories, etc.

Since the first three categories are easily accessible, it would seem that this subtask's primary concern is the accessibility of information from sources described in category d). One of the possible approaches is to request each of the entities involved to prepare a detailed inventory of information materials in their possession. If this should prove difficult to enforce, they might be requested to prepare a detailed list of topics they are capable of handling. In either case, the Center would then collate the responses into a single list (or catalogue) with corresponding codes attached to each item denoting its source of availability on the campus. A list of topics could eventually be arranged or developed as a taxonomy, thesaurus or classification schedule permitting the use of controlled vocabulary during the indexing of documents. Once the Center is in possession of an inventory of documents or topics available or being able to be handled on the campus, it may try to induce some of the responding offices to donate or to loan to the Center the less technical parts of their collection for processing into the data base by the Center staff. The important point of this particular problem is that the Center must be made aware of what information is available on the campus if it is to play a central role in handling the bulk of inquiries being received by Gallaudet.

2.2 Responses: Development of a Systematic Plan Which Encompasses the Following Elements:

2.2.1 Review of Listing of Potential Categories of Standard Responses to Information Requests

Standard responses to information requests may be divided into the following categories:

- Custom letter with or without enclosures
- Form letter with or without enclosures
- Telephone/tty
- Copy of specific document (if not copyrighted and available)
- Subject-oriented information package
- Information package about the Center
- Referral to another office on the campus
- Referral to another source outside the campus
- Other

Custom Letters With or Without Enclosures

Custom letters are prepared when the enclosed information requires explanation, comments or when the requestor cannot be reached by telephone and his inquiry requires clarification. A great majority of information requests, particularly those dealing with substantive subject matter will require a personalized letter. The letter need not be long. Frequently a paragraph or two will convey whatever the reference specialist would like to add. At the same time, a personalized letter will make the requestor feel that he or she received personal attention. The decision as to when a personal letter should be prepared or when an information package prepared in advance will satisfy the request will depend on the availability of the latter as well as the policy the Center plans to follow in this respect. Federally-funded information clearinghouses, particularly in the field of health care and general education, feel very strongly about making the requestor feel that his needs are being examined with care. Once a decision is made that a special letter will be prepared, care must be taken that the letter is prepared well. As a general rule, special letters do not contain lengthy lists of bibliographic citations.

Form Letters With or Without Enclosures

Form letters are used for inquiries which have been researched in the past and a standard response already has been prepared, as responses

to simple procedural questions, or when the requestor is being referred to another source. The obvious advantage of form letters is that they are cost effective and require a minimum of turnaround time in handling a particular inquiry. When attached to an information package prepared in advance, form letters should be brief and to the point. When addressing a specific topic with no enclosures present, they should also be clear and to the point, however, they should also fully answer the question. Otherwise, the requestor will feel that the Center has wasted his time. Form letters may be prepared on a variety of equipment. Some information centers have form letters stored in word processing equipment which gives them a custom look, particularly when signed in person by a reference specialist. Most often, however, they are either pre-signed or unsigned copies reproduced on high-quality copying equipment.

Many factors go into the decision as to when a form letter should be prepared. In some very obvious instances concerning procedural matters the decisions are easy. In other instances care must be taken that form letters are not prepared unnecessarily. As a general rule, they should not be prepared in advance, that is, in anticipation of a particular situation. Ideally, the need for form letters should be decided when there is an actual need. For example, when reference specialists notice (and statistics confirm) that the Center is receiving many inquiries on a specific topic or when certain inquiries must be referred to another source, a decision can be made to prepare a standardized response. The Center should not succumb to the temptation of preparing a large number of form letters designed to deal with a great many topics. With the availability of a large number of standard responses, situations might arise where reference specialists would attempt to improperly "fit" a response to one of the form letters.

Telephone Responses

The use of the telephone in responding to inquiries has already been discussed briefly on earlier pages. An important point to

remember is that it is often cheaper to respond to an inquiry by telephone than to write a letter. Secondly, the telephone should also be used extensively by the Center's reference staff to clarify many of the requests. It is a common experience in many information centers that when queried, individuals who submit their requests for certain information really had something else in mind.

Responding with a Copy of a Specific Document

In some instances, when the answer to a specific question is covered comprehensively by a document prepared by someone outside the clearinghouse (e.g. conference paper, monograph, etc.), the Center may find it desirable to respond by sending a copy. Of course, this type of service depends on the availability of funds for this purpose, length of the document in question, copyright status, availability of high speed copying equipment, etc. Some of the Federal information centers provide this service free of charge if the length of the document does not exceed ten pages.

Subject-Oriented Information Packages

Subject-oriented information packages consist of bibliographies prepared by the Center staff, brochures, pamphlets, form letters and other material addressing a particular topic or responding to a specific inquiry. As in the case of form letters, information packages on specific topics should not be prepared in advance but only in response to a high volume of inquiries.

Information Package about the Center

Most information centers receive a large volume of inquiries concerning the services they offer. The National Information Center on Deafness will have to prepare promotional literature describing its scope, intended audience, and kind of services offered. The availability of such promotional literature is especially important in the Center's early days of existence when it is trying to develop its own

identity among potential users. Initially, all requests for substantive information, requests for being placed on the mailing list, and other inquiries should, in addition to the actual response, include a brochure describing the Center's mandate, services, and other matters such as appeals to all potential donors for relevant documents, particularly those of a fugitive nature.

Referrals to Other Offices on the Campus

A decision will have to be made as to whether the Center will forward certain inquiries to other offices on the campus or whether it will provide the inquirers with the name and address of another entity which is best qualified to provide an answer. The latter course would absolve the Center from any further responsibility, especially with regard to the turnaround time. On the other hand, if the idea of making the Center THE information facility of Gallaudet is to be upheld, then the Center should handle the request with the assistance of a particular Gallaudet department. In either case, the Center should keep a logbook of all inquiries which were referred to or "farmed out" to other offices on the campus to make sure that the requests are responded to in a timely fashion.

Referrals to Sources Outside the Campus

Whenever the reference staff comes across an inquiry whose subject lies outside the Center's scope it should return it to the sender with names and addresses of information sources possessing the needed expertise. For that reason, the Center should continue compiling a list of various sources whose scope may be in some way related to hearing impairment.

Other

The category embracing "other" kinds of inquiries includes requests for information regarding the dates and/or places of conferences, names of individuals possessing expertise in certain

areas (consultants), employment, etc. Most of the requests falling into this category will have to be responded to with a telephone call or a personal letter. The Center should stay clear, however, of recommending names of individuals or commercially produced products unless authorized by College officials or the sponsor.

2.2.2 Description of How Responses Will be Delivered, i.e., Telephone, TTY, Written, Standard Letter, Custom Response, Enclosures

This subtask has been combined with the preceding subtask (2.2.1) above.

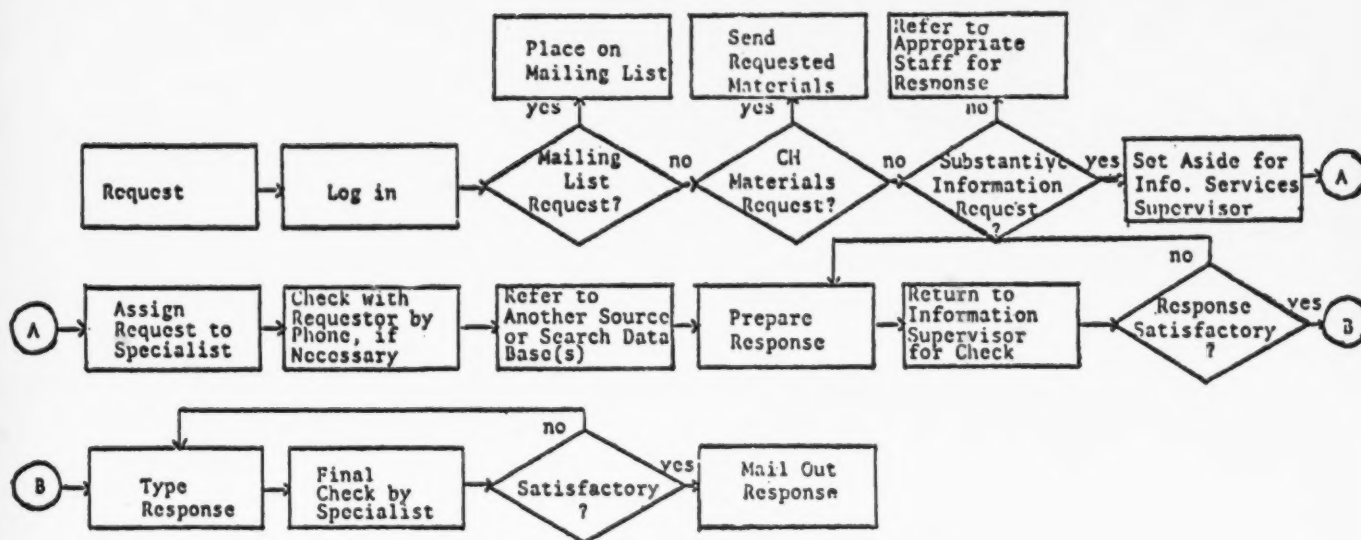
2.2.3 Description of How Responses Will be Prepared/Handled, Including: Who Should Prepare Them; Who Will Approve Them; How Often Will They Be Updated; Priorities/Special Circumstances

Figure 2 (next page) shows basic steps involved in the processing of information requests. Several of the aspects listed within this subtask have already been touched upon. Those which have not, as well as those which are shown on the diagram but not mentioned in this subtask, are discussed below.

Requests will be submitted to the Center by mail, telephone/tty or during personal visits. On receipt, all requests should be logged-in in a logbook whose entries may be organized as follows:

- Date of receipt of request
- Inquiry identification number
- Name, address, telephone number, and the institutional affiliation of the requestor
- Type of request (e.g. mailing list only, data base search)
- Inquiry assigned to (name of reference specialist plus date)
- Response prepared by (name plus date)
- Response typed and assembled by (name plus date)
- Response mailed to requestor (name plus date)

Figure 2: Processing of Requests



Following the logging-in, a Request Processing Form (RPF) should be attached to each request before it is processed. Requests which do not require special handling, such as mailing list requests, requests for promotional literature or other off-the-shelf materials should be handled by the staff member who is responsible for these functions. Requests which require specialized handling should be set aside for inspection by the Reference Services Supervisor who will decide how a particular request should be handled and who is most knowledgeable in the subject area of the inquiry. A notation should be made as to who was assigned the inquiry and on what date. Completed responses in draft form, together with any appended materials, should be forwarded to the supervisor or the director who should perform a quality control check and editing, if necessary. Responses which require additional work should be returned to the reference specialist who prepared the response. Before being mailed, the typed response, together with any enclosures, should be returned to the reference specialist in question for a final check and approval. Appropriate entries should be made on the Request Processing Form when each processing step is completed. After the response has been mailed, the processing form is returned to the staff member responsible for the logbook statistics and its relevant contents are transferred to the logbook. The latter should be scanned daily by the supervisor or the director to determine that all requests are responded to in a timely fashion. In addition to serving as the control instrument of the Center's request handling function, the logbook will provide the management with necessary statistics.

Copies of individual responses should be filed away by topic and used again should identical inquiries be received in the future. Some of the responses may be updated with newer information. The updating is usually done by appending the additional data to the original response. As time goes on and the Center responds to a larger amount of substantive inquiries, reference specialists should always check this file first.

Certain requests requiring immediate response (e.g. for U.S. Congress or other individuals whose urgency of need for information is found to be legitimate), should be accorded priority handling. However, as a general rule, most of the inquiries should be handled on a first-come first-serve basis. In cases where special handling may be needed, the request should be brought to the attention of the supervisor or the director who should make the final decision. In cases of inquiries from Federal or state government officials, the responses should be reviewed and/or forwarded by the Center's director.

2.2.4 An Overall Descriptive Plan for Implementation, including Staffing Patterns, Suggested Timetable and Substantiating Narrative

The topics requested by the task descriptions and discussed in preceding pages touched upon some of the more major operations of the Center. Administrative procedures, availability of space, funding, and a host of other matters necessary to the setting up of an information facility have not been discussed. In the absence of specific data regarding these factors the implementation plan outlined below is based partly on facts made available to the writer and partly on similar situations experienced by him in the past.

Because the Center is still in its very early stages of development, and because Gallaudet is not experiencing a real information handling crisis, the ultimate success of its mission would best be served by permitting it to develop in stages rather than creating it overnight. The development of good rapport with other offices and departments on the campus and assurance of continued cooperation, while slowly assuming the leading role as the main information handling facility, cannot be achieved by mandate, particularly if the Center is not ready. The implementation plan drafted below stretches over a period of ten years. The goals, activities and their target dates should be looked upon as recommendations concerning the Center's eventual role as the leading information facility concerned with the

subject of hearing impairment. They should not be thought of as rigid requirements without which the Center could not offer effective services.

YEAR 1

- Agree on a unified plan with all concerned on handling information requests on the campus
- Hire and train one acquisitions specialist and one reference specialist
- Begin acquiring materials for the Center's data base
- Begin handling routine information requests not requiring subject expertise
- Begin developing promotional literature announcing the Center's existence and describing services

YEAR 2

- Develop plans for automating the data base
- Hire one reference specialist responsible for liaison with other information sources on campus and hire one input person
- Develop Center's own mailing list
- Mail out promotional literature to everyone on mailing list
- Automate data base
- Create Center's own reference library
- Prepare detailed inventory of information materials available on campus (except library)

YEAR 3

- Start work on the thesaurus covering the area of hearing impairment
- Begin to process into the data base information from sources on campus

- Hire one librarian, two more reference specialists and two document specialists
- Begin preparing subject-oriented bibliographies
- Establish advisory panel composed of individuals from within and outside Gallaudet
- Design exhibit about the Center for display at national conferences and meetings
- Design, publish and mail out quarterly bulletin to all on the mailing list containing announcements of newest acquisitions, other news about the Center
- Offer Selective Dissemination of Information services to Gallaudet staff (SDI)
- Begin to study the establishment of effective networking arrangements with other information centers

YEAR 4

- Implement networking arrangements
- Hire and train one subject specialist and one additional reference specialist
- Begin to analyze gathered information and synthesize findings in the form of state-of-the-art papers, monographs and reviews
- Study feasibility of charging fees for information services to outsiders

YEAR 5

- Hire one more reference specialist
- Continue building up the collection by acquiring information items from other data bases
- Make Center's data base accessible to anyone outside the campus
- Offer Selective Dissemination of Information services for a fee to outsiders

YEAR 6

- Hire two more acquisitions specialists with knowledge of common foreign languages
- Establish liaison with foreign information sources and begin scanning their holdings

YEAR 7

- Study new technologies in the field of information science with the view of adapting those which are relevant for the Center's purposes (e.g. inexpensive facsimile transmission, new uses of ultra microfiche as a distribution medium, dissemination of new acquisitions on microfiche, etc.)

YEAR 8

- Hire staff as needed
- Expand operations to include other areas related to hearing impairment

YEAR 9

- Offer training services to all institutions involved in the field of deafness on how to access information in their field of interest

YEAR 10

- Hire staff as needed
- Continue publishing analysis and synthesis papers

TASK III: DEVELOPMENT OF DESCRIPTIVE NARRATIVE OUTLINING THE FOLLOWING
ELEMENTS

3.1 How are Requests Most Likely to be Received

Information requests received by the Center during the first year of its operation will, for the most part, be forwarded by the Gallaudet offices to which they were addressed originally. In this respect, the Center should encourage other Gallaudet information sources to provide it with whatever non-technical material they have available and to refer requests to the Center which do not require subject expertise. The offices in question should forward the requests they don't want to answer themselves as soon as possible after their receipt. If they receive the requests by telephone, they should fill out a special form (to be designed by the Center) with the name and address of the requestor, date received, and the request itself.

As time goes on and the existence of the Center becomes known to wider audiences, the percentage of requests addressed to it directly will become correspondingly larger.

3.2 What Format are Requests Most Likely to Take?

As shown in the Campus Survey Report, most requests come by correspondence. However, inquiries submitted by telephone constitute a fairly sizeable amount. Inquiries submitted by walk-in visitors will be very small in number, at least during the first year. Regardless of their form, all inquiries and requests should be logged in so as to provide an effective control over their processing as well as to yield needed statistical data. Also, as stated earlier, in many instances it will be necessary to "firm up" the requestor's subject by telephoning for more information.

3.3 What Types of Audiences are Requests Most Likely to Come From?

This particular question has been partially answered by the Campus Survey. Organizations, individuals (including parents),

institutions, agencies, schools, etc., all constitute potential users of services the Center will offer. Once the existence of the Center becomes more widely known, and its reputation as the only information facility of its kind is established, the circle of potential user audiences will increase dramatically. Many of the future users will not be involved directly in the field of hearing impairment. Their interest will evolve from other activities, such as legislation, socioeconomics, the science of medicine, marketing research, etc.

TASK IV: DEVELOPMENT OF SUGGESTED CRITERIA FOR RECORDKEEPING, INCLUDING
THE FOLLOWING

4.1 The Type of Information to be Kept.

The vital statistics concerning the operations of the information center may be conveniently divided into three categories:

- a) acquisitions
- b) processing and data base maintenance
- c) dissemination

Each of these categories may be subdivided further into the most minute subclasses. However, in order not to spend one's efforts on keeping statistics rather than concentrating on substantive work, one should record only the kind of data that is really meaningful to the parent institution and the sponsor, if any. The following statistics are generally kept by traditionally operated information centers:

Acquisitions

Number of documents received

solicited

unsolicited

Type of documents received

journal articles

books

monographs

reports

Requestors categorized by type
hearing-impaired individuals
parents
schools
associations, organizations
federal, state agencies
other
Method of submission
letters
telephone/tty
visitor
referral from another information center or agency
Number of inquiries responded to
by letters
by telephone
in person
Number of Addresses added to the mailing list
Number of publications prepared by the Center
bibliographies
state-of-the-art papers
monographs
other
Number of bulletins or newsletters distributed

4.2 Suggested Form for Recording/Reporting Data

As a general rule, statistical data is reported on a monthly basis. The structuring of the progress report itself may follow the outline presented above, in addition to other sections of the report such as: achievements, accomplishments, significant events, problems and future plans.

TASK V: DEVELOPMENT OF A SUGGESTED PROMOTION PLAN TO INCLUDE:

5.1 Timetable

Because the Center is still in its infancy and may not reach its full operational capability for another two years, it is suggested that any promotional activities be postponed for at least six months. Otherwise, the Center may find itself swamped with requests for information which it may not be able to provide. As suggested in the implementation plan, the Center should begin its promotional activities by developing an attractive brochure announcing its existence and services towards the end of the first year. During the second year, the Center should develop its own mailing list and should mail out whatever promotional literature has been developed up to this point. By this time, the Center should be ready to handle a fair amount of traffic and additional promotion via conference exhibits should be considered. During the third year, the Center should submit articles about its existence and capabilities to various professional journals and newsletters to attract an even wider audience. From then on, additional promotional activities might include presentation of papers about the Center at national and regional conferences by the Center staff, organization of workshops at institutions affiliated with Gallaudet about accessing information on deafness, occasional mailing out of new promotional literature to addresses on the mailing list, publication of a regular periodical bulletin or newsletter, etc. A bulletin or newsletter serves as an excellent vehicle for keeping in touch with the wide audience served by the Center; it reminds them periodically about its existence and services and prompts them to submit relevant literature for inclusion in the Center's data base.

5.2 Target Audiences

Target audiences have been mentioned briefly in several parts of this report. However, since the writer is not familiar with the subject matter covered by the Center, the discussion of this topic will be limited to broad categories of potential users rather than

specific ones. A classic definition of an information center is "to gather, process and disseminate information within a certain subject area to those with the need to know." Thus, in many cases, initial plans aimed at creating an information center in a specific subject area call for defining the user population and its information needs as a first step. If a formal user study has not been conducted by Gallaudet, it might be considered on a formal or semi-formal basis during the next 12 months or so. In the meantime, at least for planning purposes, the following groups will most likely constitute the Center's target audiences:

- Hearing impaired individuals (including students)
- Families of hearing-impaired individuals
- Schools at all levels
- Professional associations
- Organizations
- Foundations
- Federal and state agencies

APPENDIX E

Accumulation of Information: Relevant Documents

September 7, 1979

OFFICE OF THE PRESIDENT

MEMORANDUM

TO: Selected Gallaudet College Faculty and Staff

FROM: Charlotte Hawkins-Shepard

RE: Role of the proposed Information Center on Deafness

Gallaudet College has received a grant from HEW's Library Research and Demonstration Program to conduct preliminary research for the implementation of Gallaudet's Information Center on Deafness. As project coordinator for this one-year planning effort, I will be working in cooperation with the Information Center Planning Team, which is a part of the Institutional Advancement Team of the President's Office.

One of our most important tasks is to find out how key persons on campus view the role of the Information Center in relation to their own information dissemination needs. It is assumed that the handling of information requests will vary considerably from office to office. Because of the specialized nature of some requests, certain units or individuals may prefer to continue responding to information requests themselves. Others may want to direct requests in part or in full to the new Information Center. We hope to develop an implementation plan that will accommodate these varied approaches.

To ensure that our efforts complement your own, we need to be up to date on your special needs and practices. Therefore, we are asking your cooperation in a campus-wide survey regarding information requests.

Please ask the person in your unit who is usually responsible for responding to information requests to complete the attached questionnaire. All information sharing activities that occur under the budget unit account number specified at the top of the questionnaire should be included in the returned responses; therefore, it may be necessary for more than one person to contribute data to reflect the entire budget unit's level of the information activity.

If you have questions, or would like to discuss this questionnaire, please call Charlotte Hawkins-Shepard or Elaine Belovich at Ext. 5133. Please return the questionnaire to me c/o the President's Office, as soon as possible, preferably within a week of receiving this letter. I want to thank you and your staff, in advance, for your cooperation in this worthwhile project.

Return to: Charlotte Hawkins-Shepard, Office of the President

CAMPUS INVENTORY OF INFORMATION REQUESTS

Office/Budget Unit _____ Budget Number _____

Person completing form _____ Phone/TTY _____

1. Does your unit receive information requests from outside the Gallaudet community? (For example, general inquiries on deafness, captioning, audiology, deaf education, activities of your unit, programs at Gallaudet)

☐ Yes

☐ No

IF YOUR ANSWER IS NO, PLEASE RETURN THIS QUESTIONNAIRE WITHOUT ANSWERING THE ADDITIONAL QUESTIONS.

2. How often do you receive information inquiries?

SPECIFY NUMBER: _____ inquiries per week

_____ inquiries per year

The above figures are ☐ ESTIMATED ☐ FROM LOG/RECORDS

3. From whom do the inquiries come? CHECK AS MANY AS APPROPRIATE:

☐ deaf adults

☐ hearing adults

☐ deaf children/youth

☐ hearing children/youth

☐ schools/districts

☐ organizations/agencies

☐ professionals

☐ newsmedia

☐ parents

☐ college/university students

☐ Gallaudet alumni

☐ persons from other countries

☐ Other (specify) _____

4. Of the groups checked in question number 3, from whom do the majority of requests come?

5. In what manner do inquiries usually come? CHECK AS MANY AS APPROPRIATE:

☐ phone

☐ TTY

☐ letter

☐ walk in visitors

☐ in person by appt.

☐ other (specify) _____

6. What person or persons in your unit handle most of the information requests?

Name(s)

Title(s)

7. Does your unit have its own mailing list?

☐ Yes

☐ No

IF YOUR ANSWER IS YES, PLEASE ESTIMATE THE NUMBER OF ENTRIES ON THE LIST

8. How are most information responses handled?

CHECK AS MANY AS APPROPRIATE

☐ refer to other campus units

☐ refer outside Gallaudet

☐ telephone/TTY response

☐ send form letter

☐ send individual letter

☐ send preprinted material (e.g. brochures, fact sheets)

☐ design information packets to respond to specific requests

☐ send material generated as result of library research

☐ other (specify)

9. Of the groups checked in question number 8, which responses are most often used?

10. List up to six topics about which you receive the most inquiries (e.g. sign language).

11. Check what you think the Information Center should do when inquiries come to it. CHECK AS MANY AS APPROPRIATE

Always Sometimes Never Does not apply

specify contact person in your unit

☐

☐

☐

☐

respond with materials provided by your unit

☐

☐

☐

☐

respond with materials developed jointly

☐

☐

☐

☐

respond with material developed by the Information Center

☐

☐

☐

☐

comments

12. Please designate a person in your unit whom we should contact for follow-up regarding the handling of information requests.

Breakdown of Reported Information Inquiries
to Gallaudet Units/Offices

(Figures in parentheses are
extrapolated from weekly
figures)

<u>Name of Office</u>	<u>Inquiries per Week</u>	<u>Inquiries per Year</u>
COLLEGE		
Professional Development		11
Sign Language Programs	83	(4,316)
Department of Administration		250
Department of Counseling	10	(520)
New Student Summer Program	4	(104)
Art Department		26
Audiology Department	2	(104)
Biology Department		5
School of Business Administration	8	(416)
Chemistry Department		4
Theatre Arts	2	(104)
Economics Department		3
Education Department	4	(208)
English Department	3	(156)
Home Economics Department		3
Mathematics Department		15
Philosophy Department		2

<u>Name of Office</u>	<u>Inquiries per Week</u>	<u>Inquiries per Year</u>
COLLEGE (Cont'd)		
Psychology Department		20
Religion Department		25
Romance Languages Department		9
Russian Department		14
Sociology & Social Work Department		53
Continuing Education Program	50	(2,600)
Curriculum Development & Research	50	(2,600)
Dean, College of Arts & Sciences	2	104
Dean, School of Communications	8	(468)
Dean, School of Education & Human Services		(Too new for estimating)
Office of Demographic Studies	50	2,500
Sensory Communications Department	5	(260)
Linguistics Research Laboratory	4	(208)
Cued Speech	30	2,000
Research Support: Faculty & Graduate Students	6	286
Vice President, Research	23	(1,196)
Office of Sponsored Research		28
Powrie V. Doctor Chair	10	520
Dean, Research Institute	6	(312)
Signed English	23	725
National Academy	20	1,000
International Center	5	260

<u>Name of Office</u>	<u>Inquiries per Week</u>	<u>Inquiries per Year</u>
COLLEGE (Cont'd)		
Office of Cultural Affairs		25
Office of Development		28
Pre-College Public Information		150*
Education of the Handicapped--P.L. 94-142	8	(416)
Office of Staff Personnel	25	(1,300)
Gallaudet Post Office	20	(1,040)
Office of the President	20	(1,040)
Planning Office	1	30
Vice President, Academic Affairs	(Number not specified)	
Physical Plant	10	(520)
Admissions & Records	1,000 75	(52,000) (3,900)
Alumni/Public Relations	350**	22,100
Department of Safety & Security	70	(3,640)
Bookstore	5	(260)
Residence Halls Personnel	50	(2,600)
OFFICES NOT HAVING BUDGET UNIT HEADS		
Methodist Chaplain	2	100
Seventh Day Adventist Chaplain		10

*Letters only; does not reflect phone/TTY calls or visitors

**Phone inquiries only; does not reflect visitors or letters

<u>Name of Office</u>	<u>Inquiries per Week</u>	<u>Inquiries per Year</u>
COLLEGE (Cont'd)		
Assistant Vice President, Academic		
Affairs	10	(520)
Library		
Reference		95*
Non-Print Media	18	910
Archives		50*
Educational Technology		30
Instructional Materials Laboratory	15	(780)
Computer Center	1	52
Special Assistant to the President	18	2,000
Gallaudet College TV	3	70
Dean of Students		13
Counseling & Placement	2	63
Health Services		(2 Mthly) (24)
Student Union		13
Student Aid		6
EPOC		500
Special Student Services	2	(104)
General Institutional Support; Legal Ser-		(Number not specified)
vices; Major Construction; Vice Presi-		
dent, Business Affairs		

*Letters only; does not reflect phone/TTY calls or visitors

<u>Name of Office</u>	<u>Inquiries per Week</u>	<u>Inquiries per Year</u>
MODEL SECONDARY SCHOOL FOR THE DEAF (MSSD)		
Division of Education, Office of the		
Director	10	500
Admissions & Records	8	391
Division of Education, Assistant		
to the Director	40	(2,080)
Parent Liaison Officer		50
English Department	8	(416)
Foreign Languages Department		10
Communication & Cued Speech Department	5	50
Sign Language Programs	6	(312)
Science Department	2	(104)
Physical Education & Driver Education	1	40
Athletics & Intramural Athletics		12
Art Department		6
Occupational Education		4
Student Services, Clinical & Support	2	25
Psychological Services	(5 Mthly)	(60)
Support	2	45
KDES/MSSD Educational Research		13
KDES/MSSD Outreach	13	(676)

<u>Name of Office</u>	<u>Inquiries per Week</u>	<u>Inquiries per Year</u>
KENDALL DEMONSTRATION ELEMENTARY SCHOOL (KDES)		
Preschool Instruction	1	32
Primary Instruction	2	(104)
Elementary Instruction	(Number not specified)	
Co-Curricular Instruction; After School Programs	5	200
Research	4	(208)
Educational Technology & Learning		
Resource Library		20
Instructional Design/CAI	5	(260)
Student & Family Services	"Variable"	25
Fiscal & Facilities Services		20
Office of the Director	8	250

Types of Inquirers

N=99

<u>Inquirer Category</u>	<u>Number of Offices Reporting</u>	<u>Percent</u>
Deaf adults	63	64%
Deaf children/youth	22	22%
Schools/districts	62	63%
Professionals	84	85%
Parents	71	72%
Gallaudet alumni	25	26%
Hearing adults	71	72%
Hearing children/youth	21	21%
Organizations/agencies	69	69%
Newsmedia	21	21%
College/university students	69	69%
Persons from other countries	61	62%
Other	15	15%

**** FACT SHEET ****

**BARRIER FREE EDUCATIONAL ENVIRONMENTS
FOR HEARING IMPAIRED INDIVIDUALS**

Legislative attention to the barriers that exist in "built" environments has been growing for more than a decade, since the passage of the Architectural Barriers Act of 1968. This legislative attention, plus the work of advocacy groups have increased the sensitivity among architects, planners, engineers, and designers to the necessity for barrier free environments. Concern for the prevention of barriers has inspired innovative design, sophisticated planning, and development of special systems and devices to meet the unique needs of many populations. Barriers in "built" environments affect hearing impaired individuals. Steps can and should be taken to surmount those barriers.

Life Safety

Fire Alarms. Visual alarm systems can be established through a number of methods. For classrooms, offices, and other non-residential units, flashing light bulbs of 60 to 100 watts can be connected to the building fire alarm systems. In residential areas, flashing high-intensity lights will alert even hearing impaired persons who are sleeping. Lights that flash less than three to five times per second are preferable to those that flash 12 to 15 times per second, as rapidly flashing lights can be dangerous to those with certain forms of epilepsy. For persons with visual and hearing impairments, an oscillating, high-speed fan can be mounted on the wall and connected to the alarm. To alert sleeping individuals, vibrators that shake their bedsprings can be used. Smoke alarms can incorporate the same features as these fire alarms.

Emergency Assistance. Emergency help buttons installed outside or even within buildings can provide rapid access to emergency assistance for the hearing impaired. The alarm can be connected to a central office where someone is available to respond. Most elevators contain telephones for emergencies that can't be used by hearing impaired persons. One solution to this problem is the installation of a special panel. When an individual pushes the emergency button, a central office responds by activating a sign stating "Help Is On The Way." This provides immediate reassurance to the person in the elevator. Some experiments have been conducted using transparent elevator doors, so that hearing impaired persons can see that help is on the way and be able to communicate with those trying to help them.

Space and Spatial Relations

Teacher's Location in the Classroom. Hearing impaired students must be able to see the teacher's face at all times. Teachers cannot write

on the chalkboard and lecture at the same time. When the teacher's back is to the students, those who are hearing impaired are penalized by not being able to see the visual cues on which they rely. The use of note takers/interpreters in classes with hearing impaired students can help alleviate this and some other classroom problems.

Space Guidelines for Classrooms. Classroom space guidelines for deaf and hard-of-hearing students have been specified by Abend, Bednar, Froehlinger, & Stenzler (1979). For a general classroom where hearing impaired students represent less than 25% to 30% of the total class enrollment, they recommend 30 square feet per student. When the number exceeds this percentage, additional square footage is required. This applied to preschool, elementary, and secondary classrooms in which the hearing impaired students are integrated with hearing students into a regular class setting for all or part of the school day. For special education classrooms, they specify the following: Preschool and Elementary - 70 sq. ft./student for 7 to 10 students. For each additional student up to 20, add 30 sq. ft./student. Secondary - 70 sq. ft./student for 4 to 6 students. For each additional student up to 20, add 35 sq. ft./student.

Visual Environment

Visual Noise: Anything that distracts a hearing impaired student's visual attention may be classified as visual noise. Classrooms should be located and arranged to avoid such distractions. If an activity takes place outside a classroom window, or a door is open when there is heavy traffic, the attention of the hearing impaired student is diverted to that activity. A light that flickers or a "hot spot" (light on an area that is not germane to the subject being studied) is also a form of visual noise.

Classroom Lighting. Adequate lighting in classrooms involves several elements. If there are windows behind the teacher, the glare will pose problems for the hearing impaired. Generally, furniture and equipment should have nonglare surfaces. Room lights should be connected to dimmer switches. This provides the opportunity to adjust the light levels to alternative settings.

Audiovisual Presentations. These can be effective teaching tools for hearing impaired persons. Captioned films; closed circuit television, particularly with captioned programs; slide shows with captioned slides or explanatory material shown through overhead projection; and use of interpreters--all can be excellent teaching techniques, benefiting all students.

Acoustic Environment

Several measures can be taken to assist hearing impaired persons use what little hearing they may have, to the fullest. For those with any

residual hearing, it is important to control the general sound transmission in the room to eliminate possible acoustical leaks.

Audio loops, or induction loop systems, can be installed in the classrooms. These systems enable sound to enter hearing aids by means of electro-magnetic waves. The loop is a coil of wire, placed around the perimeter of the classroom. For maximum benefit, the wire should be about three feet above the floor. Students with hearing aids then switch the aid to "T" to receive amplified speech and music with much less distortion.

Impact sounds due to walking, movement of furniture, etc., can be reduced through careful planning. Carpets with a pile height of 1/4 inch will help reduce noise, yet still permit wheelchair mobility. Metal partition walls, which could cause noise problems through transmissions and impact sounds, should be avoided.

Prepared by
Charlotte Hawkins-Shepard & Thomas A. Lillis
for the
NATIONAL INFORMATION CENTER ON DEAFNESS
GALLAUDET COLLEGE
1980

**** FACT SHEET ****

MULTIPLY HANDICAPPED HEARING IMPAIRED

The combined effect of hearing loss and an additional handicapping condition present a unique and complex problem to professionals. Multiple handicaps create a pattern of problems, distinct from the problems normally associated with individual handicaps. A review of the literature yields surprisingly little specific information on educational programs for these children. Differences within this population add to programming difficulties.

WHO ARE THE MULTIPLY HANDICAPPED HEARING IMPAIRED?

A broad interpretation of the term "multiply handicapped hearing impaired" implies a hearing loss combined with an additional handicapping condition generally requiring services beyond those provided for individuals with the single handicap of hearing impairment. Additional disabilities may include visual impairment, mental retardation, epilepsy, cerebral palsy, orthopedic involvement, behavioral or learning disabilities, and other physical disabilities. Such a definition however, does little to provide us with any general characteristics of this group. Stewart (1978) has offered a description of some specific characteristics often associated with the severely handicapped deaf population:

- o Communication. The great majority of severely handicapped deaf persons have severe limitations in their communication skills. These limitations are in the areas of:

Speech: Many severely handicapped deaf persons have little if any functional speech. The speech they do have is usually understandable only to persons who work with the severely handicapped, or to parents.

Speechreading: Skills of speechreading are typically weak among the multiply handicapped hearing impaired. The skills they do possess are usually employed best with family members and professionals with whom they work.

Reading and Writing: Communication through reading is of limited usage to the majority of this population.

Hearing: Many of the MHHI have little residual hearing. Proper audiometric evaluation is often difficult, and amplification may be of little value as an aid to the communication process.

Sign Language: Few severely handicapped deaf people are able to use Signed English. The majority of these individuals do use American Sign Language (ASL) with varying levels of proficiency. Many do not possess ASL skills, but use gestures, pantomime, and demonstration in their efforts to communicate.

- o Intelligence. The MHHI vary widely in their measured intelligence. Some fall in the profoundly mentally retarded range, while others have normal or above average intelligence.
- o Social and Interpersonal Skills. Social immaturity and inadequacy in personal relationships characterize many MHHI individuals. These attributes may arise from communication deficits, behavior problems, and/or retardation in development stemming from deficiencies in educational approaches.

WHAT ABOUT EDUCATIONAL PLANNING?

Multiply handicapped hearing impaired children and youth require comprehensive educational planning. In the traditional role, the classroom teacher has been responsible for instructional planning. This strategy is unrealistic when pupils have multiple handicaps, since no teacher--regardless of how well trained or skilled--can possess the expertise necessary to meet all the needs of these individuals. A coordinated effort is required to establish a team responsible for planning and implementing the education program and related service needs. This team consists of the child's parents, teachers, support personnel, and other professionals who are in direct contact with the child, and who are urgent to his or her future development. All related resources should be enlisted to serve as partners in improving the scope and sequence of education of MHHI pupils.

WHAT MATERIALS AND STRATEGIES ARE USED WITH THESE STUDENTS?

No single specific educational technique is appropriate for all MHHI students. Affective strategies, however, must begin with adequate assessment. Assessment from an educational standpoint refers to a complete and exhaustive pinpointing of an individual's skills and deficits from which educational treatment can be planned. Once an instructional intervention has been initiated, continuous monitoring will allow evaluation of the effectiveness of the curriculum for the MHHI students reflects the resources and creativity of a teacher. Generally, the curricula developed for these children are teacher adaptations of curriculums existing for other disability groups.

RESOURCES

- Foster, E., Levy, J., & Cullison, S. Let the Sunshine In: Learning Activities for Multiply Handicapped Deaf Children (Parts I and II). Silver Spring, MD: National Association of the Deaf, 1972.
- Huffman, J., Hoffman, B., Gransee, D., Fox, A., James, J., Schmitz, J. Communication With the Multi-Handicapped Deaf. Northridge, CA: Joyce Motion Picture Co., 1975.
- Hyde, S., & Engle, D. The Potomac Program. Beaverton, OR: Dormac, Inc., 1977.
- McCarr, D., & Wisser, M.W. Curriculum Materials Useful for the Hearing Impaired. Beaverton, OR: Dormac, Inc., 1979.
- Naiman, D.W. Education for Severely Handicapped Hearing Impaired Students. Silver Spring, MD: National Association of the Deaf, 1980.
- Palm, V.L. Annotated Bibliography of Resource Materials for Use in Teaching the Hearing Impaired Developmentally Disabled Person. Tucson, AZ: Model Demonstration Program, The Rehabilitation Center, College of Education, University of Arizona, 1979.

Prepared by
Susan Zylstra-Owner and Charlotte Hawkins-Shepard
for the
INFORMATION CENTER ON DEAFNESS
GALLAUDET COLLEGE
1980

Booklist

Barrier Free Environments for Hearing Impaired and Other Exceptional Individuals

- Abend, A., Bednar, M., Froehlinger, V., & Stenzler, Y. Facilities for education services - a guide for planning new and renovated schools. Reston, Va.: The Council for Exceptional Children, 1979. \$15.00
- Association of Physical Plant Administrators of Universities and Colleges. Steps toward campus accessibility. Washington, D.C.: the Association, 1979. \$5.50
- Comptroller General. Report to the Congress of the United States: Making public buildings accessible to the handicapped. Washington, D.C.: U.S. General accounting office, 1980. \$1.00
- McDevitt, G. M. The handicapped experience - some humanistic perspectives. Baltimore, Md.: University of Baltimore, 1979.
- Milner, M. (Ed.). Breaking through the deafness barrier: Environmental accommodations for hearing impaired people. Washington, D.C.: Division of Public Services, Gallaudet College, 1979. 50¢
- Milner, M. Planning for accessibility. Washington, D.C.: Association of Physical Plant Administrators of Universities and Colleges, undated.
- National Center for a Barrier Free Environment. Accessibility assistance. Washington, D.C.: Community Services Administration, Office of Policy, Planning, and Evaluation, 1978.

BOOKS AND BROCHURES

Readings for Parents

Biklen, Douglas, Let our children go: An organizing manual for advocates and parents, 1974, Human Policy Press. Available through the National Association of the Deaf, Order #PG079, \$3.50.

Bitter, Grant B. Parents in action: A handbook of experience with their hearing impaired children, Washington, D.C., 1978. Available through Alexander Graham Bell Association, Order #15672, \$5.50.

Fine, Peter J. Deafness in infancy and early childhood, New York: Medcom Press, 1974. Available through the Gallaudet College Bookstore Order #0015, \$10.00.

Katz, Lee, Mathis, Steve L., & Merrill, Edward D. The deaf child in the public schools: A handbook for parents of deaf children. Danville, IL: Interstate Printers and Publishers, 1978. Available through the Gallaudet College Bookstore, Order #0037, \$3.50; also available through the National Association of the Deaf, Order #PG078, \$3.50.

Mindel, Eugene D., & Vernon, McCay. They grow in silence: The deaf child and his family. Silver Spring, MD: The National Association of the Deaf, 1974. Order #DC001, \$6.50; Also available through the Gallaudet College Bookstore, Order #0028, \$5.50.

Murphy, Albert T. Families of hearing-impaired children. Washington, D.C. Alexander Graham Bell Association, 1979, Order #15788, \$4.50.

Naiman, Doris, & Schein, Jerome D. For parents of deaf children. Silver Spring, MD: National Association of the Deaf, 1978. Order #DC014, \$6.95.

Nazzaro, Jean. Preparing for the IEP meeting: A workshop for parents. Reston, VA: The Council for Exceptional Children, 1979, Order #188, \$35.00.

Pahz, James and Pahz, Cheryl. Will love be enough? 1976. Available through the Gallaudet College Bookstore, Order #0030, \$2.00.

Rosen, Roslyn. A parent's guide to the individualized education program (IEP). Washington, D.C. Gallaudet College, Pre-College Outreach Office, 1978, Order #PM0036, \$.50.

Schlesinger, Hilde & Meadow, Kathryn. Sound and Sign: Childhood deafness and mental health. Berkeley: University of California Press, 1972. Available through the Gallaudet College Bookstore, Order #0091, \$10.00; also available through the National Association of the Deaf, Order #DC002, \$12.50 (hardback).

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Post-secondary Programs for Hearing Impaired Individuals

- Bevilacqua, T., & Osterlink, F. Components of a service program for the mainstreaming of hearing-impaired students into regular university programs. American Annals of the Deaf, 1978, 123, 47-51.
- Boukouvalas, C.S., & Gay, M.I. Expanding educational services to the hearing impaired. New Directions for Community Colleges, 1979, 7(3), 35-40.
- Castle, W. Postsecondary education opportunities. Volta Review, 1978 80, 355-358.
- Harkins, J. Serving deaf students in post-secondary schools and implications for section 504. American Annals of the Deaf, 1978, 123, 47-51.
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- Moore, D.F. Model post-secondary vocational-technical programs for the deaf: Attitudes of staff and students. Journal of Rehabilitation of the Deaf, 1979, 12(3), 15-23.
- Murphy, H.J., & Jacobs, L.R. A profile of CSUN deaf students: Fall semester, 1976. American Annals of the Deaf, 1979, 124, 30-33.
- Rawlings, B.W., Trybus, R.J., & Biser, J. A guide to college/career programs for deaf students. Washington, D.C.: Office of Demographic Studies, Gallaudet College, 1978.

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Emotionally Disturbed Hearing Impaired Individuals

- Altshuler, K.Z., & Spady, F. The emotionally disturbed deaf child: A first program of research and therapy. Journal of Communication Disorders, 1978, 11, 171-186.
- Best, P.K. A review of deafness and mental health. Journal of Rehabilitation of the Deaf, 1973, 7(2), 15-22.
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- Jensema, C., & Trybus, R.J. Reported emotional/behavioral problems among hearing impaired children in special educational programs. Office of Demographic Studies, Gallaudet College, 1977.
- Lennan, R.K. Use of programmed instructions with emotionally disturbed deaf boys. American Annals of the Deaf, 1969, 114, 906-911.
- Lennan, R.K. Report on a program for emotionally disturbed deaf boys. American Annals of the Deaf, 1970, 115, 469-473.
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- Naiman, D.W. (Ed.). Needs of emotionally disturbed hearing impaired children. New York: New York University, Deafness Research and Training Center, 1975.
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- Trybus, R. (Ed.) The future of mental health services for deaf people. Rockville, MD: National Institute of Mental Health, 1977.
- Vernon, M. Multiply handicapped deaf children: Medical, educational and psychological considerations. Reston, VA: The Council for Exceptional Children, 1969.
- Vernon, M. Perspectives on deafness and mental health. Journal of Rehabilitation of the Deaf, 13(4), 1980, 8-13.

Dear Parent:

We have enclosed materials providing general information about deafness that will be of interest to parents of hearing impaired children, or to those parents who suspect their child may have a hearing impairment.

We also suggest that you contact the following organizations:

International Association of Parents of the Deaf (IAPD)
814 Thayer Avenue
Silver Spring, MD 20910

International Parents Organizations (IPO)
3417 Volta Place
Washington, D.C. 20007

Closer Look
P.O. Box 1492
Washington, D.C. 20013

These organizations should be able to provide you with useful information. If we can be of further assistance, please feel free to contact us.

Thank you for your interest.

Sincerely yours,

Director
National Information Center on Deafness

Enclosure

Dear

In response to your recent request for information on multiply handicapped deaf individuals, we have enclosed a fact sheet and a bibliography developed by Gallaudet staff. We believe that you will find this information to be both interesting and informative.

Please feel free to contact the National Information Center on Deafness if you need more specific information on this topic.

Sincerely yours,

Director
National Information Center on Deafness

Enclosure

Dear

Thank you for your recent request for information about barrier free environments.

Concern for prevention of barriers has resulted in sophisticated planning, and the development of special systems and devices to meet the unique needs of many populations. For example, in the area of life safety, visual alarm systems are being established through a number of methods. Flashing light bulbs of 60 to 100 watts can be connected to the building fire alarm systems. Emergency help buttons can be installed outside or within buildings. These alarms can be connected to a central office where someone is available to respond.

These and other measures are described more fully in the enclosed fact sheet developed by Gallaudet Staff. Also, a bibliography on this topic has enclosed for your information.

We believe that you will find these materials both interesting and informative.

Sincerely,

Director
National Information Center on Deafness

Enclosure

Dear

In response to your request for material on postsecondary programs, we hope that the enclosed materials will be both useful and informative.

A number of postsecondary programs have been established recently for hearing impaired students. Gallaudet has the distinction of being the only accredited liberal arts college for the deaf.

If you would like application materials or specific information on Gallaudet's admissions policies and procedures, please write to Director, Office of Admission and Records.

Thank you for your interest.

Sincerely,

Director
National Information Center on Deafness

Enclosure

Dear

Thank you for your recently request for information on school programs for hearing impaired children. Each year the American Annals of the Deaf publishes a comprehensive list of services and programs available to hearing impaired persons. This directory issue can be ordered for \$5.00 by writing to the American Annals of the Deaf, 5034 Wisconsin Avenue, N. W., Washington, D.C. 20016.

We think you will find this to be an excellent resource.

Sincerely,

Director
National Information Center on Deafness

APPENDIX F

Brochure

THE
NATIONAL
INFORMATION
CENTER ON DEAFNESS
GALLAUDET COLLEGE

What is Gallaudet College?

Gallaudet College is an independent institution of higher education serving deaf people through instruction, public service, and research. Gallaudet College is also responsible for two national model demonstration schools: the Kendall Demonstration Elementary School and the Model Secondary School for the Deaf.

Why a National Information Center on Deafness?

As a growing and vital multi-purpose educational institution, Gallaudet receives an increasing number of requests for information about deafness. To meet the need for accurate, up-to-date information on topics dealing with deafness, Gallaudet had worked with over 1400 individuals and organizations to establish the National Information Center on Deafness. Throughout the planning, it was apparent that many of the over 15 million hearing impaired persons in the United States needed a central source of information to which to turn. Countless other professionals, parents, students, and members of the general public also needed a centralized source of information. The National Information Center on Deafness serves as such a resource.

Exactly what type of information is provided?

The center provides specific answers to your questions through a variety of means including personal letters, brochures, fact sheets, bibliographies, and, in some cases, a referral to a more appropriate source for an answer to your question.

What topics can I expect to get information about?

The Center tries to provide either direct information or an appropriate referral on any question that you may have concerning deafness. Education, research, demographics, law, technology, and barrier-free design are all examples of topic areas. Staff at the Center will try to respond to any question that you may have concerning deafness or concerning Gallaudet College.

Where does the information come from?

The Center has access to a multitude of resources and experts on the Gallaudet campus. The Center is also constantly looking for resources around the country that can provide information and services to deaf and hearing impaired as well as hearing individuals interested in deafness. This search for information is an important component of the Center's mission to serve as a central source of information on deafness.

Who will answer my request?

Professional staff and highly trained volunteers respond to all information requests.

What are the limitations of the Center?

The National Center will not always know every local resource in a particular community. What the Center can do is to provide you with whatever information has been collected and then point out some of the basic sources of information in your community that may be able to help you with more current and detailed information. Also, the Center is not equipped to provide personalized computer searches of particular data bases. Instead, specific bibliographies have been prepared which are continually updated. These bibliographies cover many of the frequently requested topic areas.

Who can request information?

Parents, professionals, the general public, and anyone else seeking information about deafness can make a request.

THE
NATIONAL
INFORMATION
CENTER ON DEAFNESS

Please send me information on _____
Please specify:

- ☐ Professional
☐ Student
☐ Parent
☐ Deaf Adult
☐ General Public
☐ Other _____

Name _____

Title _____

Address _____

Phone or TDD _____

- ☐ Please include my agency on your resource list as a referral source.
☐ I am enclosing information on my agency to become part of your files.



**The National Information
Center on Deafness
Gallaudet College
Kendall Green
Washington, D.C. 20002**

The Center is open from 9:00 a.m. to 4:30 p.m. on Monday through Friday, except Holidays.

Written requests for information should be addressed to:

The National Information
Center on Deafness
Gallaudet College
Kendall Green
Washington, D.C. 20002

Telephone and TDD requests can be made by calling: 202-651-5109



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